Impact Assessment of Malta-Commonwealth Secretariat Third-Country Training Programmes 2004-12

July 2013

The Commonwealth

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Acknowledgements

Abbreviations and Acronyms

BFSS	Banking and Finance for Small States
CDRT	Centre for Development, Research and Training
CIDT	Centre for International Development and Training
COMNET	Communications Network
CSSS	Competitiveness Strategies for Small States
CTFC	Commonwealth Fund for Technical Cooperation
CWS	Commonwealth Secretariat
EAD	Economic Affairs Division
EU	European Union
FY	Financial Year
GIDD	Governance and Institutional Development Division
ICoD	Euro-Mediterranean Centre on Insular Coastal Dynamics
ICT	Information and Communication Technology
IRS	Insurance Regulation and Supervision
ISSI	Islands and Small States Institute
LF-ICT	Legal Frameworks for Information and Commmunication Technology
MCRT	Management of Coastal Recreational Tourism
MCTCTP	Malta-Commonwealth Third Country Training Programme
MDSS	Modern Diplomacy for Small States
MFA	Malta Ministry of Foreign Affairs
MITC	Malta International Training Centre
MoU	Memorandum of Understanding
MTI(s)	Maltese Training Institution(s)
PAM	Public Administration and Management
POC	Points of Contact

SME	Small and Medium Enterprise
SPED	Strategic Planning and Evaluation Division
STCTP	Singapore Third Country Training Programmes
TA	Technical Adviser
TCSRG	Technical Cooperation and Strategic Response Group
UN	United Nations

Executive Summary

The Malta-Commonwealth Third Country Training Programme (MCTCTP) was established in 1995 through a Memorandum of Understanding (MoU) between the Government of Malta and the Commonwealth Secretariat (CWS).

The training programmes are intended to address the needs of Commonwealth states, particularly small and island states, to develop the capacity of their public sectors and other key institutions. Evolving over time, the training programme has covered a range of subjects, namely: Insurance Management, Regulation and Supervision; Banking and Finance; Management of Coastal Recreational Tourism; Port Operations and Management; Competitiveness Strategies; and Legal Frameworks for Information and Communication Technology; Public Administration and Management.

This impact assessment was undertaken as a part of the Secretariat's Programme of Evaluation and covers two strategic plan periods between 2004/05- 2011/12. The overall purpose of this impact assessment was to **assess the relevance, effectiveness and the impact** of MCTCTP, through engagement with Commonwealth Secretariat advisers, participants in the Malta training programmes and management and trainers of the training institutions in Malta.

Taking place in 3 phases and guided by a mutually agreed evaluation framework, the evaluation included: a desk review of curriculum management approach, training design and delivery; relevance to country strategic plans; Value for Money and operational efficiency of MCTCTP; and an assessment of impact at individual, institutional and policy level conducted through an online survey [1] and telephone/face to face interviews.

Based on the evaluation findings, the assessment proposes a series of lessons learnt and recommendations for both strategic and operational changes that could usefully be applied in deciding the forward direction of the programmes. The findings of the evaluation are summarised below, beginning with impact.

Impact

There is evidence to show that MCTCTP has an impact at all levels: personal, organisational and policy development, as represented through a series of case studies and the findings of the online survey. Participants were asked to describe any innovations or improvements they had influenced, supported or implemented as a direct result of the knowledge and skills developed through training. The majority of respondents identified how the training had had an impact on their personal effectiveness, while a smaller number were able to identify higher level impact.

Personal impacts included: improved subject knowledge, attitudes and skills; improved confidence in decision making; enriched quality of own work and performance in role; improved networking ability and expanded professional networks. Cascading learning to the team or department to improve wider performance was identified by many participants as an impact of training. This included sharing particular techniques or strategies, updating theoretical knowledge and raising awareness of key legislation or emerging issues.

1 In total 534 past training programme participants were asked to complete the online survey, with a response rate of 119 (22%).

Institutional impacts of training included the introduction of new or revision of existing department or organisational practices, including: the launch of new beach management programmes; the development of e-diplomacy tools; introduction of new performance management systems; upgrades to ICT equipment and protocol; new cyber security initiatives; revised internal and external operational manuals, guidelines and strategies; the adoption of the Maltese model for rural and community banking.

Policy level impacts of CWS training were reported across different sectors – particularly instances where participants have influenced or supported policy development (as opposed to directly implementing these developments). Highlights include: Development of an Integrated Coastal and Marine Resource Management Plan; Policy changes to Licensing Procedures; Investigation Policy and Guidelines for insurance companies formulated; Drafting/revising laws pertaining to Information and Communication Technology (ICT) and Cyberspace; Contributions to Domestic Insurance Ordinance Bill; Development of Information and Communication Policies; Financial Sector Development Strategies.

Relevance

CWS strategic plans would appear to indicate that almost all MCTCTP programme areas are relevant to CWS areas of focus, reflecting the needs identified in country plans and in the plans of development agencies. That said relevance can only be discussed in general terms, given that each country is at a different stage of development and will have different needs at an institutional and policy level.

The level of CWS engagement in the design differs across the programmes and can be attributed to the availability of CWS advisers. There is evidence that the attendance of CWS advisers can have a positive impact on the relevance of the training programme and the support that is requested following

training. There has been less on-going CWS technical involvement in programmes where the Governance and Institutional Development Division (GIDD) do not have technical expertise.

The training programmes function at the level of awareness raising through disseminating a broad spectrum of knowledge on the specific programme area, but the opportunity for participants to share their successes and challenges in policy development and implementation will increase the relevance. While all the training programme areas are broadly relevant to both the previous CWS strategies and countries' developmental needs, the specific focus of the programmes could be further enhanced through country level needs, integration of CWS understanding of challenges and needs into the programme, greater and more consistent involvement of CWS Technical Advisers (TA), and refinement based on feedback from participants.

Effective Management of Training

The effectiveness of training management was considered in terms of organisational and national needs assessment to inform programme design and target group (currently only undertaken for two training programmes); the allocation of budget based on need; the existence of an effective monitoring and evaluation system; and the appropriateness of participant selection.

The MCTCTP budget is not allocated based on criteria, but since 2012 is allocated equally across all Maltese Training Institutions (MTIs). This limits the number of participants that can attend a training programme but does not penalise courses which do not attract sufficient numbers. This leads to some training programmes earning far more in fees per participant than others. There is, therefore, no incentive for MTIs to attract a larger number of participants to their course.

While the CWS has a system for monitoring and evaluating training, including an end of training evaluation and post evaluation form, there is

little evidence that the information from the monitoring and evaluation is used to ensure that MTIs make the recommended changes.

MTIs and CWs staff feel that the majority of participants are at the right level but that there is still room for improvement, as their areas of expertise and responsibility were quite varied. A number of MTIs feel there is scope for participants to be targeted in a more structured way, focusing on specific roles and offices to lead to more effective long term outcomes. Whilst almost all participants felt that they had achieved their personal objectives for attending training and that the content was relevant, far fewer felt they were able to directly implement change as a result. The challenges participants faced on their return to work indicates that many of them were not from an appropriate department or in a position to influence or implement change. The likelihood of change is enhanced if training is combined with post training support by the training institutions, a community of learners or support from the CWS adviser or other expert.

Effectiveness of Training Approach

The majority of MTIs use a traditional approach to training focusing on lectures followed by short plenary question and answer sessions; these are well managed and participants find them interesting. Overall participants were impressed by the trainers' knowledge of course subject and rated style and delivery and course materials very highly.

That said, there a ways that training can be made more effective. There is a need for all objectives to be written as participant outcomes with a greater focus on the higher level thinking skills they will engage in and the impact the training could support. This will also guide trainers and presenters to include more task based activities in their sessions.

In all MTIs the programme is designed either by the MTI programme manager or in collaboration with CWS, but trainers and speakers develop

their own content on the topic they will deliver. This approach may ensure a range of interesting topics from experts in their field but may also lead to a series of sessions which do not connect into cohesive whole. Some MTIs are concerned that the training programmes have been reduced in length but that the content of their programmes has not been reduced to the same extent. They feel there is now insufficient time for participants' discussion following lectures and presentations if they are to deliver all the content areas.

One training programme has developed a roadmap to enable participants to identify where their country is and what has to be in place at each step along the way. Such a roadmap, showing the steps on the way, may be of valuable assistance to other programmes.

Only one training programme requires participants to develop an Action Plan for implementation on their return. Whilst this does not necessarily lead to the implementation of those plans, it gives participants the opportunity to reflect on their context and identify priorities for improvement.

Operational Efficiency

An analysis of the costs shows that there is great fluctuation in all costs across years and across institutions. Some programmes are consistently more expensive than others; in some cases this is due to the fees paid to institutions and in others the participants' in-country costs are higher, and in the case of Malta International Training Centre (MITC) both costs are generally high.

There may be little cost saving to CWS in holding regional training programmes, but substantial benefits to countries who can train a large cohort of staff without the need for expensive airfares and visas for Malta.

Some training programmes are attended by Commonwealth Secretariat technical advisers and there are a number of potential advantages to both the relevance of the programmes and the professional development of the advisers' themselves in their doing so. It also gives the

opportunity to identify organisations and consultants who may be able to support follow up activities at national and regional level.

All 58 countries have sent at least one participant once to a MCTCTP and 12 countries provide 50% (320) of the participants. However, the 38 countries which have sent the fewest participants have provided only 31% (197) of the participants. Twenty-six of these countries are small island states; 8 in the Pacific and 11 in the Caribbean [2]. If more responsibility for marketing MCTCTP is to be given to the MTIs, they must work to criteria which not only ensures selection of participants based on relevance of training to need, but also ensures that those countries currently not attending are given greater opportunity to do so if they do not have access to similar training in their region.

Sustainability

At present the MoU between the CWS and the Government of Malta ensures the training programmes take place in Malta. However, the expertise of these MTIs could be invaluable in supporting the professional development of staff from national or regional training hubs. To date, two of the training programmes have been asked to support the professional development of national or regional training institutions in their field of expertise.

The state of 'readiness to engage' in change of an institution or state is recognised as a critical element in the ability of individual participants to be able to implement change successfully. While the MTIs cannot influence the readiness to engage they can support participants to analyse the level of readiness in order to plan what needs to take place to secure readiness for change.

Key among the challenges in securing change identified by participants is limited understanding across their department or organisation of what the new ideas would achieve, and strong

resistance to change; either because of managers' and colleagues' resistance to change, or an unwillingness to take on the bureaucratic challenges that would ensue. Thus, in many cases the institutions were not at a stage where there was sufficient will or understanding of the need for change which is likely to result in frustration or apathy on the part of participants.

Conclusions and Way Forward

The impact evaluation has established there is significant evidence that the impact of MCTCTP is felt at personal, organisational/institutional and policy levels. Whilst the majority of responding past participants identified impact at an individual level in terms of their own effectiveness, a number were able to identify higher level impact in the form of influencing and supporting policy development.

The courses examined are all within the current CWS strategic remit but are not sufficient to reach the desired strategic results. There is a lot of potential for the training of individuals to play a bigger role in achieving results/impact. Malta has a lot to offer and the training programmes have a number of strengths that can be built upon and further developed. This needs to be done actively by the CWS.

The training of individuals needs to be viewed as part of organisational development (and sometimes the creation of an enabling environment). How the end (impact) is to be reached and the role of training individuals within organisational development or the creation of an enabling environment needs to be determined before the design of the training programme.

Courses should not take place unless strategically managed by CWS technical advisers. If administration is to be given to MTIs then a much more strategic role could be taken by CWS TA in:

- Setting of objectives of courses
- Setting specific criteria for participants selection

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2 These comparatively lower numbers are accounted for by the historical cost of travel from Pacific and Caribbean destinations to Malta, something which CWS is now addressing.

- Helping determine expected actions by participants on return, and
- Determining how participants can best be supported
- Determining how the training programmes can be regularly monitored, updated and refreshed.

In conclusion, there is a need to both improve and seriously embed the current training provision into the newly emerging strategic approach being pursued within the CWS.

The following systematic model is proposed to enable the integration of the valuable training of individuals into their capacity development and organisational development programmes:

Proposed model of how CWS can integrate the training of individuals into their capacity development and organisational development programmes.

1. Needs Assessment

Needs assessment are carried out to:

- identify country and regional priorities which link to CWS strategic plan priorities and results
- identify level of capacity and/or organisational development needs based on review of countries strategic plans; discussions with development partners working in the countries/region; discussions at country level on the capacity and/or organisational development areas they most need support with
- identify 'readiness to engage' i.e.

  a) whether the change is required at policy level and to what extent there is recognition of the need for change and an understanding of what change is necessary to achieve best practice

  b) if policy is in place; whether there is a general understanding across all stakeholders of the purpose and value of the change and what can be achieved through making the change

  c) technical and management skills to lead the implementation of policy

2. Regional and/or National Capacity Development Plans

Development of departmental capacity development plans in the form of a logical framework which show clear results for any intervention with each output costed separately. Technical advisers are then given responsibility for the successful results within their area of expertise. They can also be required to develop a nested logframe which shows the range of outputs used to achieve the results they are responsible for and how they will manage their budget to achieve them. Training may be one output within the nested logframe and if a MCTCTP is one of these it should be included in their plan.

No MCTCTP should take place unless the effectiveness of the training programme in achieving desired results is the direct responsibility of a technical adviser. This will ensure greater relevance of the training programmes and more effective targeting of participants.

3. Capacity and Organisational Development Interventions

Capacity and organisational development plans would recognise the need for a range of interventions of which training is but one. Appropriate capacity and/or organisational development could include:

- provision of technical expertise, either directly, through soliciting support from relevant organisations and/or negotiation/cooperation with donor agencies;

- opportunities are taken to support regional and national organisations and technical expertise to play a role in capacity development activities;
- provision of training opportunities through direct support or through soliciting support from partner organisations and donors;
- lesson sharing opportunities through conferences, technical publications, online discussion forum etc.

4. Support for Training

The capacity development interventions for all training activities will need to ensure that:

- the role of international, regional and national training is clearly linked in a logical order;
- the role of CWs in providing any training is identified, i.e. directly through Malta, Singapore or other training institutes or through intermediaries.

5. Management of Training

Any training programme that takes place is managed both by the Third Country Training Programme (TCTP) administration and the relevant technical advisers. They each have clear responsibilities for their relevant management of the programme. There are direct channels of communication between:

- the relevant TCTP administration staff and the person responsible for administration of the programme in the MTI;
- the CWS technical adviser and the person responsible for the design of the programme at the MTI;
- the TCTP administration staff and the CWS technical adviser.

6. Direct Relevance to Need

The training programmes are developed to meet specific needs rather than operate at a level of general awareness raising. For example, if the purpose is to lead to new

financial regulations or legislation related to ICT then the people attending must be in a position of sufficient seniority to lead the change on their return. The content of that training may then focus on understanding international benchmarks and roadmaps to enable participants to understand their level of readiness related to policy, management of implementation, finance resources and technical expertise and to conceptualise broad plans for action on their return. CWS staff will work with the MTIs to ensure they have a clear understanding of the developmental goals, the place of the training in the broader capacity development plan and the intended outcomes. The programmes will be driven by the CWS technical adviser.

7. Identification of Participants

In order to ensure programmes are relevant to the needs of participants there would be a change of focus from 'marketing' the programmes to 'identification' of relevant participants. Both CWs technical staff, TCTP administrative staff and TI staff would have a specific role to play in the identification of participants.

CWS technical staff would develop specific criteria for the identification of appropriate participants to fit with the purpose of the training; this would include the priority countries, institutions within those countries and posts within institutions, current policy and implementation needs. They would use their own contacts to ensure the most appropriate people were aware of the importance of the programme to their current needs. Training brochures and the programme description would make it clear the intended participants and the type of impact the training aimed to support.

TCTP administrative staff would include the criteria in the documentation sent to the POCs. In discussion between CWS technical staff and TCTP administrative

staff budgets may be allocated to specific small states with limited financial resources to support their attendance.

Training institutions can manage the process of identification of participants and CWS must identify to what extent this administrative process can be delegated and which aspects must be kept under GIDD control. Appropriate funding for the process would be essential.

8. Appropriate Approach

Training programmes should use an approach that is relevant to the needs of the participants; there should be substantial opportunities for analysis, evaluation and planning focussed on the intended impact of the training within the capacity development programme. Such activities will also require more time for participants to share their ideas. Case studies produced by an MTI should be tailored to meet the needs of participants from small states, many of whom have limited financial and technical resources; participants should be encouraged to bring their own case studies related to whatever intervention they hope to make.

9. Follow-up

The training is taking place within a capacity and/or organisational development plan and therefore follow-up support will have been planned prior to the training. However, the training is an opportunity for participants, the CWS and the MTIs to identify how best they can each support the participants'

next steps. This can be through access to professional publications, responses to requests for information, managed online discussion forums for alumni, identification of personal mentors from the relevant public or private sector etc. To ensure sustainability, the training programme can also act as a catalyst for participants to seek further support that may not be part of the general capacity development to be provided, TIs and CWS staff can identify where such support can be accessed.

This implies that the attendance of the CWS technical adviser can have a significant role to play. With modern technology, it may be that the CWS adviser can 'attend' through the use of videoconferencing media in order to hold discussions with participants at the beginning and end of each programme and/or at relevant periods during the programme.

10. Quality Control

The logical framework will provide a tool for overall monitoring and evaluation of the CWS technical advisers' capacity development plans, however, the training component will require a separate quality control mechanism to ensure the effective CWS management of the process as well as the performance of the MTIs at relevant stages of the process. This process will be managed by the TCTP advisers. Criteria will be developed with which all parties engaged in the training will be evaluated at each stage of the process.

Recommendations

1. Evidence of informal or formal needs assessment should be a requirement of all capacity development programmes, including the MCTCTP. Evidence should be provided by the CWS TA responsible for each programme with clear guidance on the implications for any training programme.

2. No training programme should take place unless there is the active engagement of a relevant CWS TA who provides guidance to the programme based on their understanding of context and specific needs of participants to ensure the relevance to participants.

3. No programme takes place unless it is part of a wider capacity development plan with the possibility of follow up support to enable countries with limited resources and technical expertise to implement necessary change.

4. Back to Office Reports for the MCTCTP can provide explicit evidence of how training programmes have been redesigned to meet specific needs and address feedback from participants and CWS TA.

5. Possible sources of post-training support should be identified by the CWS TA before any training programme takes place, based on the needs assessment and focus of the training programme.

6. Communication only takes place when there is a belief that something can be gained from the communication. Informal networks appear to not be successful in engaging participants in professional discussions. Communication networks may be best managed by CWS who can provide a one stop shop for both communication and links to relevant documentation to support participants. This would ensure a Commonwealth wide approach rather than be limited to participants in training in a specific institution.

7. CWS establishes agreed limits on fee rates for training programmes with no training programme taking place unless it attracts a minimum number of participants.

8. Training providers should be contracted to administer a short and easy to use evaluation form for all participants six months after the course has ended, and provide CWS a short easy to read summary of progress made and any recommendations for changes to the management, organisation, approach or content of the training programme.

9. All participants are required to identify the change they wish to implement on their return when they apply for a place on the training programme. This is then followed up with an appropriate pre-training task tailored to their personal objective.

10. A wider range of training objectives should be developed that describe the higher level thinking skills that will be used during the training.

11. Training programmes should engage participants in a wider range of tasks that require them to analyse and evaluate their current context against best practice and to identify where change is required, the steps required to bring about the change and how they can influence, support or bring about that change.

12. Participants should be expected to identify what change is needed, the steps required and what action they will take to influence or bring about the change; this could take the form of an action plan.

13. There is a need for the CWS to establish limits to the fee rates and accommodation costs that are payable. United Nations (UN) or European Union (EU) guidelines can be used as a maximum permissible.

14. There is a need to establish guidelines on the maximum acceptable fee rates for Malta, Singapore and regional programmes.

15. CWS TAs needs assessment should include an analysis of countries and institutions 'readiness to engage' and this should be used to identify the focus of the training programme and the selection of participants.

16. The CWS should consider adopting a systematic model to enable the integration of the valuable training of individuals into their capacity development and organisational development programmes.

17. The improved systematic model that is proposed to enable the integration of the valuable training of individuals into capacity development and organisational development programmes should be introduced to all the key staff of the Malta Training Institutions in a short "Sharing and Improving Training Experiences" workshop. The rationale and specific objectives of this important practical workshop are outlined in Appendix 7.

1. Background

The Malta-Commonwealth Third Country Training Programme (MCTCTP) was established in 1995 through a Memorandum of Understanding (MoU) between the Government of Malta, represented by the Malta Ministry of Foreign Affairs (MFA) and the Commonwealth Secretariat (CWS), administered by the Commonwealth Fund for Technical Cooperation (CFTC).

The MoU agrees upon a set of terms and conditions for the administration of training programmes intended to aid Commonwealth countries in their economic and social development. The MoU stipulates that the training will take place in Malta and all courses will be conducted in English. The training programmes are intended to address the needs of Commonwealth states, particularly small and island states, to develop the capacity of their public sectors and other key institutions, the productivity of which is crucial for the states' socio-economic development. There are 32 small states in the CWS, most with a population of below 1.5 million; of which 19, including Malta, have a population of less than 0.5 million. The challenges faced by such small nations are often unique and quite different from those of larger states.

The initial training programmes identified by the MFA and CWS were:

- Competitiveness Strategies for Small States, Islands and Small States Institute, University of Malta
- Insurance Management, Malta International Training Centre
- Banking and Finance for Small States, Islands and Small States Institute, University of Malta
- Management of Coastal Recreational Tourism, Euro-Mediterranean Centre on Insular Coastal Dynamics, University of Malta

- Post-Graduate Diploma in Contemporary Diplomacy, DiploFoundation
- Port Operations and Management, Freeport Training Centre

In 2006 a review of the MCTCTP took place to ensure that the programmes continued to meet the strategic priorities of the Commonwealth Secretariat. At that time a number of changes were recommended leading to the current range of programmes offered:

- Competitiveness Strategies for Small States (CSSS), Islands and Small States Institute (ISSI), University of Malta
- Banking and Finance for Small States (BFSS), ISSI, University of Malta
- Insurance Regulation and Supervision (IRS), Malta International Training Centre (MITC)
- Management of Coastal Recreational Tourism (MCRT), Euro-Mediterranean Centre on Insular Coastal Dynamics (ICoD), University of Malta
- Modern Diplomacy for Small States (MDSS), DiploFoundation
- Legal Frameworks for Information and Communication Technology (LF-ICT), Communications Network (COMNET)
- Public Administration and Management (PAM), Centre for Development, Research and Training (CDRT)

1.1   Terms of Reference

This impact assessment is being undertaken as a part of the Secretariat's Programme of Evaluation by the Strategic Planning and Evaluation Division (SPED), in collaboration with the Technical Cooperation and Strategic Response Group (TCSRG) situated within the Governance and Institutional Development Division (GIDD) of

the Commonwealth Secretariat. Undertaken by the Centre for International Development and Training (CIDT), University of Wolverhampton, UK, the assessment covers two strategic plan periods and as such covers the period between Financial Years (FY) 2004/05 and 2011/12. The full Terms of Reference for this study are presented in Appendix 1.

The overall purpose of this impact assessment is to assess the relevance, effectiveness and the impact of the Malta-Commonwealth Third Country Training Programme.

Specifically, the assessment will carry out:

1. Desk Review to identify the relevance of the courses offered under the MCTCTP against the member countries development needs and priorities; the Commonwealth comparative advantage; and the goals of the Commonwealth Strategic Plan.

2. Desk Review the curriculum and contents offered under the different training courses and their evolution over time in line with the changing development context to assess their continued relevance.

3. Evaluate the overall management approaches, including the training design, participant selection, modes of course delivery and their evolution to assess their relevance, effectiveness and sustainability.

4. Assess the effectiveness and impact of the MCTCTP in building the capacity of public sector and other key institutions in Commonwealth countries. In doing so, the assessment will evaluate the impact at the individual, institutional and policy level.

5. Assess whether the MCTCTP represents Value for Money as compared to the Singapore Commonwealth Third Country Training Programme and other training modalities of the Commonwealth Secretariat.

6. Assess the continued relevance of the MCTCTP, its likely demand, including but not limited to content, focus and quality, over the coming years to inform recommendations on forward direction of the programme.

7. Identify lessons learnt in the design and delivery of the MCTCTP and recommend strategic and operational changes that may be required (if any) to make it more focussed, relevant and sustainable.

1.2   Scope and Focus

The Impact assessment will cover two Strategic Plan periods and as such will cover courses delivered in the past eight years between FY 2004/05 and 2011/12. Based on the evaluation findings, the assessment is expected to propose both strategic and operational changes that could usefully be applied in deciding the forward direction of the programme.

2. Methodology

The impact assessment of the MCTCTP took place in 3 phases and engaged with Commonwealth Secretariat advisers, participants in the Malta training programmes and management and trainers of the training institutions in Malta. A full list of staff consulted is presented in Appendix 2.

2.1   Phase One

The inception phase was used to develop an understanding of the strategic relevance of the training programmes offered through the Malta institutions. An evaluation framework (Appendix 3) was developed to guide the development of survey instruments for the impact assessment, i.e. online survey for participants; review of documents; semi-structured interviews with Commonwealth Secretariat advisers, trainers and managers from the training institutions in Malta and a representative from the Ministry of Foreign Affairs in Malta.

An initial meeting was held between SPED, the department responsible for MCTCTP and the team from CIDT in April 2012 to discuss the rationale for the impact assessment, the evaluation framework and work plan.

An online survey (Appendix 4) was sent to all participants in training for whom an email address was available. In total 534 past participants were contacted from the following training programmes with 119 (22%) completing the survey:

17	Banking and Finance in Small States (3 attended other programmes – see below)
24	Insurance Regulation and Supervision (2 also attended Banking)
19	Diplomacy for Small States

6	Competitiveness Strategies for Small States (1 also attended Baking)
26	Management of Coastal Recreational Resources
23	Legal Frameworks for ICT
2	Port Operations
2	Public Administration
3	Unknown – no response in survey to this question

Analysis of the participant lists identified the countries which provided the largest number of participants in total and in each training programme. This enabled identification of two countries from each continent with the largest number of participants. The strategic plans of these countries together with the Commonwealth Secretariat strategic plans for 2004 – 2012 were studied to determine the extent to which the areas of the training were a strategic priority.

These activities supported the development of the semi-structured questionnaires for interviews with Commonwealth Secretariat advisers and the Maltese stakeholders.

2.2   Phase Two

Interviews were carried out with CWS staff to identify their role in the training programme and to gather views on the strategic relevance, approach, management and sustainability of the MCTCTP and any impact they are aware of which could be followed up with participants in telephone interviews.

Interviews were carried with staff at the training institutions (MTIs) in Malta to identify how they develop the courses and what mechanisms they use to ensure the courses are relevant to the needs of participants. It was also an opportunity

to identify what impact they are aware of and what action they have taken or could take to support increased opportunities for impact.

Interviews also took place with a group of participants attending a training programme taking place during the visit to Malta.

A review of the online survey responses identified the participants who described the impact of the training on their workplace and was used to invite them to a telephone interview.   The interviews aimed to identify the effectiveness and impact of the MCTCTP in building the capacity of public sector and other key institutions in Commonwealth countries. It aimed to identify whether the impact took place at individual, institutional and policy level and also gather insights into challenges and obstacles to change.

2.3   Phase Three

The final phase uses the findings from the previous two phases to assess the relevance of the content, focus and approach of the MCTCTP to future needs of small states and the results areas of the 2012-2016 CWS strategic plan. This assessment enabled identification of recommendations on the future direction of the programme.

Lessons learned were identified and used to recommend strategic operational changes that would enhance relevance and impact and support sustainability. It also carried out an analysis of costs to establish whether the MCTCTP represented Value for Money when compared to the Singapore Third Country Training Programmes (STCTP) and other training programmes carried out by the CWS.

3. Relevance and Management of the Training Programmes

This section will look at the extent to which the MCTCTP meet the capacity development needs of Commonwealth countries, particularly small states. Malta has been identified as having a comparative advantage in providing a model for small states to emulate having moved from a developing nation to an economically independent member of the EU in a short period of time. It believes that it can provide both an aspirational and practical model of how this can be achieved as well as a strong understanding of the challenges faced by small states and factors needed to overcome those challenges. This section will look at the extent to which exposure to the Malta model through the training programmes have supported impact in the relevant areas in the participants' own countries.

This section will look at the relevance of the training that is provided to the needs identified in country plans and the CWS strategic plans for 2004 – 2012 and the future relevance of the training to the strategic focus of the 2013-2016 CWS plan. It will also consider the value of the training to participants and the institutions from which they are selected through assessing all stages from course design to impact of training on individual participants, institutions and policy.

3.1   Relevance of Training to Country Needs

The relevance of Malta as a place for the specific training programmes was highlighted by Dearden et al 2010[3] . These are summarised in Box 1.

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3 Dearden, P.N., Edbrooke, J. Flett, P., Surridge, M., and Van Graan, M. 2010, Evaluation of the Commonwealth Secretariat Training Programmes 2014- 2008. Evaluation Series No 85 September 2010.   Commonwealth Secretariat, London.

Box 1 - Advantages of Malta in relation to the training programmes conducted.

- English language is used.
- Malta has developed as a small state and now graduated from "receiving assistance" to "giving assistance".
- Malta is perceived as being a successful small state. With 32 small states in the Commonwealth Secretariat there is, in theory at least, a huge potential for sharing and having an impact.
- Recent experience of EU legislation is useful – regulation tried and tested.
- Malta is a small friendly island state – lots of important lessons for others.
- Excellent professional work ethic.
- Local resource personnel who are keen and willing to share their positive experiences at minimum or no cost.
- Climate is generally very good.
- Standards of living are good but cost of living is not too high. Costs are cheap by European standards e.g. Professors Salary is only £30000 compared with min of £50,000 in UK.
- Malta has a lot to offer and there is generally a feeling of training providers wanting to share good practice.
- Malta very much models and shares all the key values of the Commonwealth.

The 2004-2008 and 2008-2012 CWS strategic plans would appear to indicate that almost all programme areas are relevant to CWS areas of focus. Diplomacy and Port Operations are not specifically mentioned but their implicit presence can be argued for. There are many

references to the need for negotiation, a key skill of diplomats, while effective port operations is essential for the economic development of many states, particularly island states. The need for development in the areas covered in the training is also significant in country plans and in the plans of development agencies.

The CWS strategic plans identify results to be achieved and training programmes alone cannot achieve these results. It must also be recognised that each country will be at a different stage of development and will have different needs at an institutional and policy level. Thus, the training programmes can only be measured against the general areas of relevance.

The general relevance of these programme areas to the previous CWS strategic plans was confirmed through interviews with CWS Technical Advisers (TAs) who work with the Maltese Training Institutions (MTIs) and support the development of the programmes. They also felt that these areas would remain a priority in the next strategic plan as they are related to economic development. This includes Modern Diplomacy as many small states are dependent on the skills of their diplomats to negotiate economic and trade agreements with large nations and powerful multi-national companies. Small states do not have the same level of access to training for their diplomats as larger states would have.

The training programmes function at the level of awareness raising through disseminating a broad spectrum of knowledge on the specific programme area, but the opportunity for participants to share their successes and challenges in policy development and implementation will increase the relevance.

The overall focus and topics of most programmes have changed little over time, but the MTIs and CWS TAs explain that the content has evolved to reflect changes in the global understanding and emerging challenges which would not be apparent from an analysis of the programme alone. For example, the Banking and Finance programme changed to ensure relevance to

the financial crisis and the vulnerability of small states. The programme for Insurance Regulation and Supervision ensures awareness of the latest international regulations while the Modern Diplomacy course is now supporting diplomats to understand the complexities of negotiating with the UN.

While all the training programme areas are broadly relevant to both the previous CWS strategies and countries' developmental needs, the specific focus of the programmes could be further enhanced through country level needs assessment and in some cases through greater involvement of the CWS TAs. This is discussed further in the following sections.

3.2 Relevance of Training Design and Evaluation

This section looks at the extent to which the design of the programmes are based on the evolving needs of participants to enable them to engage in change at a personal, institutional or policy level following the programme. Actions which can ensure greater relevance of the training programmes are needs assessment, integration of CWS understanding of challenges and needs into the programme and refinement based on feedback from participants. The possibility of implementation of change following a training programme can be enhanced through follow up communication and support from the MTI, other participants and through the CWS.

3.2.1   Needs Assessment

In order for programmes to be relevant to the needs of participants a needs assessment is necessary to determine the change required, the policy demands of such a change, the institutional systems for implementation and the skills of those involved in policy development and implementation. Training programmes can then be developed to support specific change needs. Such needs assessment would need to be carried out by individual institutions, countries or by the CWS.

Only two programmes have been designed following a needs assessment carried out by the CWS: Modern Diplomacy and Public Administration. In 2008/2009 GIDD commissioned a study of diplomacy in the Caribbean, Africa and the Asia/Pacific and this informed the design of the Modern Diplomacy course which began in 2009. The design of the 2013 programme for Public Administration was informed by key issues identified at regional consultations funded by GIDD and carried out by CWS technical advisers in the Pacific and the Caribbean. In the latter case the needs assessment would be presumed to have taken place at national level and then shared at the forum.

> **Recommendation 1:** Evidence of informal or formal needs assessment should be a requirement of all capacity development programmes, including the MCTCTP. Evidence should be provided by the CWS TA responsible for each programme with clear guidance on the implications for any training programme.

3.2.2   CWS Technical Engagement

The level of CWS engagement in the design differs across the programmes and can be attributed to the availability of CWS advisers, whether they are from within GIDD and to the attitude of the MTI to engagement. There is evidence that the attendance of CWS advisers can have a positive impact on the relevance of the training programme and the support that is requested following training. However, this is only the case where the CWS adviser is able to guide the training programme and develop a collaborative relationship with the MTI.

The training programme in Public Administration began in 2012 and was developed by the MTI; it changed considerably in 2013 through collaboration between the MTI and GIDD technical advisers who ensured a focus on the needs of small states. There has also been close cooperation between COMNET and the GIDD

technical adviser for Legal Frameworks for ICT and between MITC and the CWS TA for Insurance Regulation and Supervision. This has ensured a focus on areas of challenge for participants' countries. Informal needs assessment is described as taking place through advisers' operations and this is then integrated into the programme.

The programme for Port Operations was developed in collaboration with a technical adviser, and following that no substantial changes were felt necessary as the focus was on implementation of effective management systems. Modern Diplomacy is a quite different programme as it focuses on building knowledge, skills and attitudes of individuals. It aims to support the needs of diplomats from small states who are often required to play many roles whose duties include those carried out by more senior diplomats in larger countries. The DiploFoundation has continued to change the programme based on feedback from participants since its inception in 2009.

There has been less ongoing CWS technical involvement in programmes where GIDD do not have technical expertise, i.e. Coastal Recreation Management, Banking and Finance and Competitiveness Strategies. While Insurance Regulation and Banking and Finance are supported by the same TA from Economic Affairs Division (EAD), the MTI for Insurance has been more proactive in restructuring the programme following recommendations made by the CWS TA. The MTI for Coastal Recreation has had no engagement with a TA from the CWS; therefore, the programme is determined only by their own understanding of needs. The TA for Competitiveness Strategies explained that all communication with the MTI takes place through GIDD and that although he is sent the training programme and asked for comments, this takes place too close to the training date for substantial changes to be made. Late changes to the date of the training programme also meant he has only been able to attend once, thus, he has not been able to structure the programme to the extent he would like.

Recommendation 2: No training programme should take place unless there is the active engagement of a relevant CWS TA, who provides guidance to the programme based on their understanding of context and specific needs of participants to ensure the relevance to participants.

Recommendation 3: No programme takes place unless it is part of a wider capacity development plan with the possibility of follow up support to enable countries with limited resources and technical expertise to implement necessary change.

3.2.3   Participants' Feedback

Feedback from participants will also provide valuable insights into how the programme can better serve their needs. Participants' feedback on the content of the programme which can be fed back into programme design is collected in three ways: an end of programme evaluation form, informal discussions with CWS staff, trainers and programme organisers at the training event and through an evaluation form sent by CWS three months after the training programme.

On the evaluation forms distributed by the CWS participants are asked to identify their reaction to the content of the programme, quality of trainers, extent to which it is relevant to them and the in-country organisation of the programme. Most MTIs welcome participants' feedback and also use other informal meetings to discuss how participants feel about the programme, believing that they may be more honest in a spoken discussion than on paper. Only one MTI said they did not take account of feedback from participants.

Recommendation 4: Back to Office Reports for the MCTCTP can provide explicit evidence of how training programmes are redesigned to meet specific needs and address feedback from participants and CWS TA.

3.2.4   Post Training Support

While training may lead to personal change in how or what work is carried out, it is often more challenging for training to lead to organisational change. The likelihood of change is enhanced if training is combined with post training support by the training institutions, a community of learners or support from the CWS adviser or other expert.

The DiploFoundation, COMNET and MITC provide an online forum for past participants: COMNET, through a Facebook page where participants can interact, and the others through their website. However, the MTIs state that these are infrequently used and would need resources to actively manage more active support. MITC provides access to all documents related to the training programme on their website as well as contact details of trainers. The other MTIs provide the email addresses of the trainers and all MTIs receive requests for information from past participants. Thus, while online access is provided for post-training communication it may not lead to participant communication.

There was no evidence of post-training support being planned as part of the programmes, however the training does lead to requests for support, either from the CWS to the MTI or from the participants to the CWS or MTI. CWS TAs who are engaged with specific training programmes use them to raise participants' awareness of the type of support that the CWS can provide to support implementation of change and also to identify where and what type of further support may be needed.

Three of the seven MTIs have not been asked to carry out follow up activities by the CWS or participants: CRDT, ICoD and the DiploFoundation. However, CRDT has only just completed its second programme and the Diplomacy training focuses on individual capacity development rather than organisational change. MITC was approached by Ghana through a recommendation from past participants and asked to support the set up a training institution there; they have also carried out training in Seychelles and Antigua on behalf of the CWS. See Box 2.

Box 2: MITC in Ghana

MITC was approached in 2008 and asked to help set up a training institute for Insurance Regulation and Supervision. Since that time, 50 people have qualified. MITC shared its course structure and all its training materials. It accredits all the training programmes and assesses all the course work and exams. It sent representatives to Ghana to train their trainers and continues to send representatives every two years while representatives from Ghana come to Malta for further training every two years. Once Ghana reaches the required standard the assessment, exam marking and moderation will take place in Ghana.

The manager of Freeport Malta has acted as a consultant on Port Operations in Malawi, St Lucia and Mauritius for the CWS. The ISSI has supported the publication of a number of books for the CWS which focus on economic development, vulnerability and resilience of small states. Prof. Bruguglio of the ISSI has carried out regional training for the CWS in Samoa and Australia on Competitiveness Strategies and later this year will support a technical expert's workshop focusing on small states which will be held in Samoa. He is also asked to identify experts to support CWS activities. COMNET is also involved with CWS activities and supports three CWS initiatives: Commonwealth Cybercrime Initiative, Commonwealth Internet Governance Forum and the Commonwealth Connects Programme. It has supported CWS through sourcing consultants to help countries develop plans and strategies, evaluate plans and assist with implementation.

Recommendation 5: Possible sources of post-training support should be identified by the CWS TA before any training programme takes place based on the needs assessment and focus of the training programme.

It is clear from the on line survey results that there is little motivation for communication either among participants or with the MTI or CWS, unless there is a specific benefit to one's work. Small numbers of participants identified support after the workshop: 16% identified they had received further support from the CWS or MTI to implement their action plans while 44% said they had access to useful documents on the MTIs website. 33% were able to discuss questions they had with the MTIs or CWS. The most common form of follow up support (17 participants) is through emailed requests to the MTI or CWS TA for information or request for technical assistance while a small number of participants describe their use of an online forum or email contact (5) as a means to exchange ideas with fellow participants. Across all courses, the majority of participants (65) continue to communicate with at least some other participants as opposed to none at all, but in most cases (46) communication is reported to be with just a small number of others. Whilst trainers are reported to encourage participant linkages in 48% of cases, few tangible actions are taken to facilitate the formation of these linkages and install the necessary structures. For instance, only 20% report that trainers establish participant-trainer online forums for continued collaboration and discussion. Communication thus tends to be limited to emails/social networking and phone calls on an ad hoc basis.

Recommendation 6: Communication only takes place when there is a belief that something can be gained from the communication. Informal networks appear to not be successful in engaging participants in professional discussions. Communication networks may be best managed by CWS who can provide a one stop shop for both communication and links to relevant documentation to support participants. This would ensure a Commonwealth wide approach rather than be limited to participants in training in a specific institution.

4 Effective Management of Training

Effective management of training can be determined through a number of factors: the extent to which CWS policy requires an assessment of organisational and national needs to inform the design of a programme and identification of participants; that participants have the information they need to attend the programme, that the budget for the programmes is allocated based on need, that there is an effective monitoring and evaluation system in place to report on the effectiveness of the programme; and that the most appropriate participants are selected and supported to attend.

4.1 Needs Assessment

There would appear to be no policy in place that requires a needs assessment; this is left to the discretion of individual TAs or to the MTIs.

4.2 Budget

The budget has two components, an annual allocation from the Maltese government and an allocation from the CWS. The allocation from Malta has remained unchanged at £49,500 per annum for a number of years despite requests from the CWS for an increase. The contribution allocated by the CWS has risen by 7.6% from £93,890 in 2005/2006 to £101,000 in 2012/2013.

The budget is not allocated based on criteria but since 2012 is allocated equally across all MTIs. This limits the number of participants that can attend a training programme but does not penalise courses which do not attract sufficient numbers. This leads to some training programmes earning far more in fees than others. In 2005/2006 the cost per person ranged from £2277 for Competitiveness Strategies to £930 for Port Operations. This was due to

Competitiveness Strategies being attended by only 8 participants while Port Operations had 22. Only costs related to accommodation and per diems are saved with a smaller number of participants; fees remain the same. There is, therefore, no incentive for MTIs to attract a larger number of participants to their course.

The table shows that some courses charge very high daily fee rates. MITC consistently charge higher fees for their programme than other MTIs; they have sometimes also had low numbers of participants which causes the fee rates per person/per day to be high. While other institutions have lower fee rates in 2013 than in 2012, MITC rates have doubled. As their trainers are located in Malta there is no apparent reason for this difference.

Although COMNET has relatively high fee rates, the cost per person/per day is low as they attract a high number of participants. The Banking programme also has higher per person/per day fee costs as they have lower numbers of participants attending.

The findings of the Caribbean Senior Leadership Development Programme can also be instructive. As of December the cost per trainee of that programme was £2,557. From the perspective of the Caribbean region a key lesson is that the overall cost of the training varies significantly according to the timing (season) during which the programme is undertaken.

Recommendation 7: CWS establishes agreed limits on fee rates for training programmes, with no training programme taking place unless it attracts a minimum number of participants.

Table 1: MCTCTP training course fee costs: per day / per person per day

Year	Diplomacy	Port Operation	Insurance	Banking and Finance	Compet. Strategies	Coastal Recreation	LF for ICT	Public Admin.
2006	n/a	729/33	1008/59	871/44	680/85	592/39	no data	n/a
2007	n/a	562/22	775/86	847/56	n/a	626/45	**1396**/93	n/a
2008	n/a	354/29	**2433/270**	n/a	521/52	738/74	666/67	n/a
2009	779/65	589/49	**2583/215**	937/45	n/a	1056/**117**	915/57	n/a
2010	No data	n/a	**2752/153**	n/a	No data	No data	471/34	n/a
2011	973/75	n/a	**1296**/86	1136/71	1063/**103**	814/63	**1375**/69	n/a
2012	819/48	n/a	1247/78	**1470/113**	n/a	**1846/154**	**1456**/69	no data
2013	929/52	n/a	**2504/179**	n/a	No data	948/**154**	**1345**/64	no data

4.3 Monitoring and Evaluation

While the CWS has a system for monitoring and evaluating training there is little evidence that the information from the monitoring and evaluation is used to ensure that MTIs make the recommended changes.

The CWS carries out an end of training evaluation and a post programme evaluation. The results of the evaluations are used in the annual discussions with the MTIs and MFA in Malta. However, there is no evidence that these reports have been used strategically to require changes from the MTI with regard to content or approach of the training.

At the end of each training programme participants are asked to complete an evaluation form which asks them to identify their perceptions of the training course and provide feedback on what could be done to improve the course. The MTIs send the completed forms to the CWS and also provide an overview report. Some institutions ask participants to complete an evaluation of each day so that comments are directly related to specific sessions.

Since 2011, three months after a training programme, CWS has sent an evaluation form to participants to identify what further progress participants have made following the training. This has had a low response rate and no evidence of impact has been gained from these.

Recommendation 8: Training providers should be contracted to administer a short and easy to use evaluation form for all participants six months after the course has ended, and provide CWS a short easy to read summary of progress made and any recommendations for changes to the management, organisation, approach or content of the training programme.

4.4 Selection of Participants

This section looks at the extent to which people have been selected from appropriate departments and appropriate posts in order to implement change, and whether there is gender equity in the selection of participants.

Participant lists were used to analyse the gender of 634 participants and it was found that 43% (276) are female, with a greater disparity in participants in the Insurance Regulation programme where only 39% are female. However, there are two programmes which select a greater percentage of females, ICT Legal Frameworks (54%) and Public Administration (52%). Wherever possible the identification and selection process needs to ensure that the programmes are equitably targeted to female staff and that there is equity in the selection process.

MTIs and CWs staff feel that the majority of participants are at the right level but that there is still room for improvement; one MTI described the participants as a 'mixed bag' because their areas of expertise and responsibility were quite varied, making it necessary to provide a programme that tried to meet everyone's needs. A number of MTIs feel there is scope for participants to be targeted in a more structured way, focusing on specific roles and offices. This would, they feel, enable their courses to be developed to target these individuals' needs and lead to more effective long term outcomes.

The online survey (Q13) identified that 95% of participants felt that the training programme enabled them to achieve their personal objective either 'fully' or 'a lot', which is a measure of the extent to which the programme reaches appropriate participants. The majority of participants (88%) also felt that the knowledge gained was 'very much' or 'mostly' relevant to their role. While 53% felt they were 'very much' or 'mostly' able to implement change in their organisation or department, only 8% were unable to make any change.

For the vast majority of participants across all courses, personal objectives (Q12) were linked to individual performance and improved knowledge and understanding, as opposed to fostering institutional or policy change[4]. Some of the courses, such as Legal Frameworks for ICT and Banking and Finance include components which are specifically targeted to this end given the fast pace of change in these sectors, for instance, understanding the Basel 3 Framework (Banking and Finance). Participants of the Diplomacy for Small States course also highlighted a personal networking objective.

Influencing policy development was considered to be a personal objective in some cases. Insurance Regulation and Supervision participants describe learning alternative approaches to regulation and supervision to improve local regimes, implementing best practice and drafting legislation. Similarly, some Banking and Finance participants refer to both policy development objectives (e.g. input into legislation) and implementing organisational change through informed annual strategy development and expansion into the SME sector. Given the nature of the Competitiveness Strategies course, it may have been expected that more of its participants would have indicated institutional and/or policy change objectives than did so. However, only 2 of the 6 responding participants expressly stated this objective, with others referring to more passive objectives of sharing knowledge and experience and improving theoretical understanding of strategies.

Regardless of the nature of their personal objectives, overall 95%[5] of participants felt that the training they attended enabled them to meet these (Q13), with 88% indicating that the knowledge they had gained was either 'very much' (50%) or 'mostly' (38%) applicable to their role (Q14). However, the survey indicates that whilst participants achieved their personal objective and felt the content was relevant, many were not the 'right people' for the training as they were unable to use what they had learned to implement change. There is a steady reduction in the number of participants who answered 'very much' or 'mostly' when asked to consider the degree to which they could a) **plan how to influence**, b) **influence** and c) **implement changes** within their organisation/department, as a result of attending CWS training. Although there are obvious variations from course to course, this pattern is broadly followed across the MCTCTP. The number of participants indicating that training was 'not at all' useful for influencing or implementing change within their department or organisation was very low overall, with the highest figures (4 out of 23 participants) recorded for Legal Frameworks for ICT training. However, this is likely to be because the focus of participants is on development and implementation of legislation.

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4 It should be noted, however that only 2 participants from Port Operations and 2 from Public Administration responded to the survey, so may not be representative of the wider group.

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5 Specifically, 80% reported that the training enabled them to achieve their objectives 'a lot', whilst 15% reported 'fully'.

The challenges participants faced on their return to work (Q16) indicates that many of them were not from an appropriate department or in a position to influence or implement change. Fifty-seven (48%) participants identified challenges in attempting to implement change or indicated they did not try because they felt they would not succeed. Most prevalent was the view that there was limited understanding across the department or organisation of what the new ideas would achieve, and strong resistance to change because of managers' and colleagues' attitudes and/or an unwillingness to take on the bureaucratic challenges that would ensue. Other issues raised included lack of technical expertise, personnel and finance; too many competing priorities; other changes underway; not influential enough to influence change; and that the ideas were too far advanced for the level of the organisation.

These findings strengthen both the need for country level needs assessment to identify what specific support is needed with participants being selected, (a) at a sufficiently high level to influence, and (b) to support implementation of already identified change. Each level of change would require quite different participants and also different training programmes and approaches to training.

5   Effectiveness of the Training Approach

A number of measures can increase the effectiveness of training, these include:

- a pre-task to raise participants awareness of what they want to achieve as a result of the training

- objectives that relate to participant outcomes

- activities which require participants to analyse and evaluate their own context in relation to models of best practice and accepted benchmarks

- developing action plans to be implemented on return to work

- a community of practice where participants can continue to share successes, challenges and ideas

The majority of MTIs use a traditional approach to training, focusing on lectures followed by short plenary question and answer sessions; these are well managed and participants find them interesting. However, a more active learning approach which provides tasks for participants to analyse their own contexts, evaluate them against international benchmarks and plan for change has been identified as being more effective in promoting learning.

5.1   Pre Training Task

Most of the training programmes ask participants to complete a task before their arrival at the training. In most cases this is a short presentation which identifies participants' countries current context, opportunities and challenges, but again time constraints have led to discussions on each presentation being reduced. COMNET asks participants to complete a questionnaire which requires them to consider their needs and to identify what they hope to do as a result of the programme.

Although participants weren't asked in the survey to evaluate the pre-training task, 97% rated pre-course administrative support, such as course information and the enrolment process as 'good' or 'excellent'.

> **Recommendation 9:** All participants are required to identify the change they wish to implement on their return when they apply for a place on the training programme. This is then followed up with an appropriate pre-training task tailored to their personal objective.

5.2   Objectives and Content of the Training Programme

There is a need for all objectives to be written as participant outcomes, with a greater focus on the higher level thinking skills they will engage in and the impact the training could support. This will also guide trainers and presenters to include more task based activities in their sessions.

The objectives should tell us what the participants will know and be able to do at the end of the training. The objectives of two MTIs, ISSI and ICoD, focus on dissemination of knowledge and the knowledge areas covered. Other programmes include a description of the skills that participants will use during the workshop to build knowledge and skills: analyse, assess, explore, discover, consider, and find ways of improving and plan. In interviews the most common objectives mentioned were raising awareness of new trends, international benchmarks and best practice, as well as providing participants with the opportunity to share experiences and ideas with their peers from across the Commonwealth.

In all MTIs the programme is designed either by the MTI programme manager or in collaboration with CWS, but trainers and speakers develop their own content on the topic they will deliver. This approach may ensure a range of interesting topics from experts in their field but may also lead to a series of sessions which do not connect into cohesive whole. Some MTIs do feel the programmes contain too many diverse topics and would prefer to focus on a specific theme, while others are happy to provide training that provides an overview aimed to raise awareness and build knowledge. The latter may be very interesting and relevant for participants; indeed, trainers' knowledge of the course subject was rated as 'excellent' by 70% of participants, with the remaining 30% rating it as 'good'. This trend identified across all eight courses – but is unlikely to have the same potential to lead to the results required by the CWS strategic plans.

The programme manager of COMNET stated the importance of participants not only knowing the benchmarks their country or institution must achieve but also the roadmap of how to get there. The training programme has developed such a roadmap, and it is used to enable participants to identify where their country is and what has to be in place at each step along the way. The TA of another programme mentioned that the benchmarks of one programme are ambitious and that participants feel they are out of reach for their country. Such a roadmap, showing the steps on the way, may be of valuable assistance to such programmes.

> **Recommendation 10:** A wider range of training objectives should be developed that describe the higher level thinking skills that will be required during the training.

5.3 Activities

Most training approaches appear to rely on lectures and presentations, followed by plenary questions and less often by group discussion: however, 95% of participants rated trainer style and approach, as well as materials as 'good' or 'excellent', with individual course ratings broadly in line with this figure. Some MTIs are concerned that the training programmes have been reduced in length, but that the content of their programmes has not been reduced to the same extent. They feel there is now insufficient time for participants' discussion following lectures and presentations if they are to deliver all the content areas. Also, as a number of speakers are sourced for a specific session they feel they must 'earn their money' by providing a long presentation. That said, satisfaction with trainer effectiveness in engaging participants and answering questions was also high across all participants, with 99% rating trainers' effectiveness as 'good' (53%) or 'excellent' (46%).

A few of the training programmes introduce participants to tools that can be used to analyse and evaluate their own context, but not all give participants the opportunity to practice the use of these tools.

The 2012 brochure for Insurance Regulation and Supervision explains the process of the training programme, describes the types of practical tasks that participants will be engaged in and the participants outputs from those tasks. This gives a clear picture of what participants will be able to do at the end of the programme; unfortunately the 2013 brochure does not give a similar explanation.

> **Recommendation 11:** Training programmes should engage participants in a wider range of tasks that require them to analyse and evaluate their current context against best practice and to identify where change is required, the steps required to bring about the change and how they can influence, support or bring about that change.

5.4   Action Plans

Asking participants to develop Action Plans for implementation on their return does not necessarily lead to the implementation of those plans, however, it gives participants the opportunity to reflect on their context and identify priorities for improvement. Only one training programme requires participants to develop an Action Plan. Last year participants requested feedback on their plan and this has now been integrated into the programme.

Recommendation 12: Participants should be expected to identify what change is needed, the steps required and what action they will take to influence or bring about the change; this could take the form of an action plan.

5.5 Community of Practice

Three MTIs put some mechanisms in place to support communication after the training; however, these are not well used by the participants. MTIs do not have the resources to actively manage these online forums.

The recommendation for this area is discussed above.

6. Operational Efficiency

This section looks at a number of areas of operational efficiency. It takes account of the cost effectiveness and cost efficiency of the training programmes in relation to one another and also to other training programmes carried out by CWS; the professional capacity of each MTI to provide the programmes; and whether there are more cost effective / cost efficient ways to provide the capacity development. It also reviews the process of marketing the programmes and the impact of this on which participants attend.

6.1   Cost Efficiency and Cost Effectiveness

An analysis of the costs shows that there is great fluctuation in all costs across years and across institutions. In 2013 the costs ranged between £160 and £298 per person/per day. Some programmes are consistently more expensive than others; in some cases this is due to the fees paid to institutions (See Table 2 on fees above) and in others the participants' in-country costs are higher, and in the case of MITC both costs are generally high. In 2009/10 the CWS had reached agreement with a single hotel in Malta to host the training participants. This was to enable them to negotiate a good deal and reduce costs. This has substantially reduced the costs for both MITC and COMNET programmes.

It may be more cost efficient to allow MTIs to find their own accommodation for participants up to an agreed rate per person per day. This would enable them to identify the most appropriate accommodation for their needs and reduce the burden of negotiations on the CWS staff. Previous CWS experience suggests that the Government Office may be a valuable partner in these negotiations.

Table 2: MCTCTP training course: number of participants/ costs per person per day
(includes fees paid to institutions and in-country costs of accommodation, meals etc., it does not include flights and other international travel costs)

Year	Diplomacy	Port Operation	Insurance	Banking and Finance	Compet. Strategies	Coastal Recreation	LF for ICT	Public Admin
2006	n/a	22/66	17/153	20/111	8/163	15/117	no data	n/a
2007	n/a	25/71	9/168	15/138	n/a	14/111	15/**224**	n/a
2008	n/a	12/93	9/445	n/a	10/135	10/174	10/**229**	n/a
2009	12/196	12/104	12/383	21/153	n/a	9/210	16/**235**	n/a
2010	no data	n/a	18/242	n/a	9/?	no data	14/**214**	n/a
2011	13/**201**	n/a	15/**274**	16/161	8/**266**	13/175	20/**201**	n/a
2012	17/153	n/a	16/**266**	13/**276**	n/a	12/154	21/**246**	No data
2013	18/172	n/a	14/**298**	n/a	22/?	12/**207**	21/160	No data

? - Insufficient data to calculate

Table 3: In-country costs per person / per day (adjusted for weekend costs)

Programme	2013	2012	2011	2010
Competitiveness (ISSI)	no data		103	no data
Banking (ISSI)	n/a	136	70	n/a
Coastal (ICoD)	110	no data	92	no data
Insurance (MITC)	99	156	156	74
Diplomacy (DF)	96	86	101	no data
Legal Frameworks (COMNET)	72	133	99	135

Similar programmes organised in Singapore through the Singapore Third Country Training Programmes (STCTP) in 2012 had daily fee costs ranging from £2313 to £3595, the latter costs being much higher than the highest in Malta. Unfortunately it is not possible to calculate the per person/per day costs of fees plus participants in-country costs, as the Singapore figures included the cost of participants' air fares. Fee rates for a regional programme carried out by a Singaporean training institution in Botswana also had high daily fee rates (£2313), however, this would include consultant's flights and accommodation. Total per person/per day costs for this programme are similar to the lowest Maltese costs. Similar programmes carried out in the Caribbean had overall per person/per day costs of £135 and £213. The latter is higher due to the professional per day costs of the 3 day programme being £3352 which probably includes flights for an international consultant to the British Virgin Islands. Costs in the Pacific vary considerably between £548 and £163 per person/per day, the former being high due to extremely expensive accommodation and food costs (£1514 per person per day) in Australia.

Thus, there may be little cost saving to CWS in holding regional training programmes, but substantial benefits to countries who can train a large cohort of staff without the need for expensive airfares and visas to Malta. Training, if well planned, can also be tailored to the specific needs of the participants and the organisations they serve.

In relation to the conduct of regional courses it's important to state that this should not be seen as a replacement for the Malta training but simply a way of building on the Malta training and the courses having a wider impact.

Recommendation 13: There is a need for the CWS to establish limits to the fee rates and accommodation costs that are payable. UN or EU guidelines can be used as a maximum permissible.

Recommendation 14: There is a need to establish guidelines on the maximum acceptable fee rates for Malta, Singapore and regional programmes.

6.2 Professional Capacity of Training Institutions

All the MTIs have the capacity to carry out the training either through in-house staff or by contracting trainers and speakers who are experts in their field. The expertise of the programme managers enables them to source experts from within Malta who are practitioners in the field as well as international experts. Evidence for this is through published books and papers by the MTIs or programme managers, the range of other programmes that they carry out and the fact that the CWS has used most MTIs to carry out consultancy work on their behalf. However, while the technical expertise is of a high standard, as we have seen above there are improvements required regarding the training approach used.

6.3 Role of Commonwealth Secretariat Advisers

Some training programmes are attended by Commonwealth Secretariat technical advisers

and there are a number of potential advantages in their doing so. The programmes offer the opportunity for needs assessment which can inform the design of future programmes and CWS plans for future support to participants and their institutions. Attendance also has a role to play in the CWS advisers' professional development as it provides the opportunity to discuss latest trends and thinking with professionals in the same field and with a strong emphasis on small states. It also gives the opportunity to identify organisations and consultants who may be able to support follow up activities at national and regional level.

The Public Administration programme is in its second year and this year there will be three technical advisers attending from GIDD. The programme will be used as a stepping stone to targeted support in the Pacific and Caribbean. The technical advisers for Insurance, Banking and Finance and Legal Frameworks attend the programmes for at least two days whenever they take place. They use the opportunity to meet participants and discuss their situation, listen to the discussions and identify needs from the questions raised, as well as provide input to the sessions and use their findings to advise changes to the programmes. They also advertise the follow up support that the CWS can provide to raise participants awareness of this. There is little or no attendance by CWS technical advisers in Competitiveness Strategies, Diplomacy, Port Operations and Coastal Recreation, which limits opportunities for needs assessment and follow-up support. These findings strengthen the need for Recommendation 2.

6.4   Marketing of Training Programmes

There are two main avenues for reaching participants: brochures and criteria are sent to the Points of Contact (POC) in each Commonwealth country and the POC are

Table 4: Countries which send the largest number of participants

Country	Total No. of Participants	Percentage	In top 12 of how many of 8 programmes*	Participated in all training areas*
Mauritius	42	6.6	All 8	Yes
Sri Lanka	37	5.8	7 of 8	Yes
Kenya	35	5.5	7 of 8	Not Public Admin
The Gambia	27	4.2	6 of 8	Yes
Trinidad and Tobago	26	4.1	5 of 8	Yes
Malawi	25	3.9	5 of 8	Not Competitiveness or Port Ops
St Lucia	25	3.9	5 of 8	Not Competitiveness or Public Admin
Seychelles	23	3.6	6 of 8	Not Public Admin
Malaysia	21	3.3	4 of 8	Not Public Admin
Ghana	21	3.3	4 of 8	Not Port Ops or Diplomacy
Tanzania	19	3.0	2 of8	Not Port Ops or Public Admin
Botswana	19	3.0	4 of 8	Not Port Ops
TOTAL	320	50.3%		

* in those areas and years that we have information on

asked to send the brochures to the most appropriate department. Three of the seven MTIs carry out marketing to support identification of participants; they do this by sending the brochures to their past participants and asking them to recommend the course to their colleagues. One MTI is not interested in carrying out this role while two have not been asked. Those which do their own marketing feel it is a more successful route than through the POC, as they are better able to target appropriate participants. Contact information for POC was identified as out of date, as many emails bounced when those MTIs engaged in marketing tried to send the brochures.

However, while the use of past participants to market the course may be successful in attracting participants, it may also reinforce attendance from a smaller number of countries who have previously participated. An analysis of participants who attended the training programmes using all the available participant data found that 12 countries made up 50% (320) of the 636 participants (Appendix 3).

While the official number of Commonwealth countries is 53 (54 if Fiji is included as they sent participants prior to 2009), this analysis did not aggregate the British Overseas Territories but counted them as separate countries.

In total, all 58 countries have sent at least one participant once to a MCTCTP. However, the 38 countries which have sent the fewest participants have provided only 31% (197) of the participants. Twenty-six of these countries are small island states; 8 in the Pacific and 11 in the Caribbean. GIDD has targeted some of these small islands states for the Public Administration programme this year. Apart from Australia, Canada, New Zealand and the UK, the only remaining countries which have a sufficiently large population but have not attended* are Guyana, St Helena and Gibraltar.

However, access to courses is also constrained by financial costs as one participant who attended the training programme for Competitiveness identified: "The Maltese have had their mark

on competition in our islands in the Pacific and perhaps it will continue to send invitations to its courses, but the lack of financial assistance that come with their invitations has hindered our participation to its very important courses offered."

If more responsibility for marketing is to be given to the MTIs they must work to criteria which not only ensures selection of participants based on relevance of training to need, but also ensures that those countries currently not attending are given greater opportunity to do so, if they do not have access to similar training in their region.

7. Sustainability

This section looks at two aspects of sustainability. First, that there is national and regional capacity to carry out training in key areas, to ensure an adequate number of people across countries and regions have access to international quality training. Secondly, through enhancing the readiness to engage in change at policy and institutional level, so that change is planned for and that the capacity development that takes place is to support implementation of said change.

7.1   National and Regional Capacity

Two of the training programmes have been asked to support the professional development of national or regional training institutions in their field of expertise. MITC has supported Ghana to set up a training institution for insurance regulation and supervision; ICoD has carried out training in the University of the West Indies in the Barbados.

At present, the MoU between the CWS and the Government of Malta ensures the training programmes take place in Malta. However, the expertise of these MTIs could be invaluable in supporting the professional development of staff from national or regional training hubs.

7.2   Readiness to Engage

The state of 'readiness to engage' in change of an institution or state is recognised as a critical element in the ability of individual participants to be able to implement change successfully. There is also a link between this and the selection of participants. To enhance readiness to engage, participants need to have a sufficiently high level post to influence the level of readiness.

While the MTIs cannot influence the readiness to engage they can support participants to analyse the level of readiness in order to plan what needs to take place to secure readiness for change. Participants may need greater awareness of their role as an agent of change and the challenges this bring, particularly middle level managers.

Many participants have to develop a report on their return to work and some have taken the opportunity to use the report to secure permission to introduce changes at policy and practice level. Others have a position where they can implement change at a local level and use that to try to influence change at national level.

The online survey asked participants to identify challenges to implementing their ideas for change, and most prevalent was the idea that there was limited understanding across their department or organisation of what the new ideas would achieve and strong resistance to change – either because of managers' and colleagues' resistance to change, or an unwillingness to take on the bureaucratic challenges that would ensue. Other issues raised included lack of technical expertise, personnel and finance; too many competing priorities; other changes underway; not influential enough to influence change; and that the ideas were too far advanced for the level of the organisation.

Thus, in many cases the institutions were not at a stage where there was sufficient will or understanding of the need for change, which is likely to result in frustration or apathy on the part of participants. The only consolation may be, as one MTI identified, 'one day they may be in a senior position.'

The CWS TAs work with high level staff in a number of countries, and are in a position to identify the greatest need for change and the

level at which it needs to be addressed. They should play a role in ensuring the correct level of participants to either influence the readiness to change or support the implementation of change. Training programmes then need to be more finely tuned to meet the needs of each group.

Recommendation 15: CWS TAs needs assessment should include an analysis of countries and institutions 'readiness to engage' and this should be used to identify the focus of the training programme and the selection of participants.

8. Impact of Training

We can consider impact at four levels:

- change in participants' personal working practices

- office or department level change led or influenced by participants

- more efficient and effective institutions as a result of change led or influenced by participants

- participant's role in the development of policy required to motivate change

It is hard to measure the impact of a training programme unless the programme is designed for a specific impact and is part of an on-going capacity development programme, which most of these are not. However, the potential for impact can be identified through asking participants what specific action they will take on their return and what change they would expect as a result of their action through an action plan. This also has the advantage of raising participants' awareness that the training should work towards a specific impact. At resent, only one MTI asks participants to complete an action plan.

Another means of determining impact is to ask participants for evidence of impact at some stage after the training programme. GIDD now send an evaluation sheet to participants in an attempt to find out what action has been taken as a result of the training, however, few of these are returned.

The online survey developed as part of this programme is another means of determining to what extent participants the training has led to a specific impact.

Each year GIDD carries out a meeting with the MTIs and the MFA in Malta and this meeting results in a Back to Office Report (BTOR). Since 2011, the BTOR has required 'evidence of impact'. Both the 2011 and 2012 BTORs identify a manual

produced by MITC on insurance regulation procedures and a new module in the COMNET course that will provide support in a specific area as 'evidence of impact'. However, these two examples cannot be considered 'impact' as they are part of the training process; rather, it is the **extent to which they are used on return** which would constitute impact.

8.1   Results of Online Survey

The survey asked participants to describe any innovations or improvements they had influenced, supported or implemented as a direct result of the knowledge and skills developed through training. There is evidence that impact is felt at all levels: personal, organisational and policy development. The majority of respondents identified how the training had had an impact on their personal effectiveness, while a smaller number were able to identify higher level impact. The important role that the MCTCTP can play in raising the awareness of participants of the change needed, and the availability of support to countries and departments where technical expertise to enable the change is lacking, is most prominent in the Legal frameworks programme where they call on a range of organisations to provide support.

The majority of the 105 participants that responded to this question described the impact of their training on a personal level; in one instance a participant cited their training as the catalyst for embarking on further study in that area. Examples of personal level impact include: improved subject knowledge, attitudes and skills (including presentation skills, public speaking and leadership); improved confidence in decision making; enriched quality of own work and performance in role; improved networking ability and expanded professional networks.

Zainab Pisaghi is the Chief Planning Officer with the National Planning Commission. Working on International Cooperation at the time, she attended the Modern Diplomacy for Small States training in 2010.

I found the practical sessions on multilateral and bilateral discussions the most interesting and useful. They taught us how to negotiate successfully; to find a way to put forward a technical argument without saying no to others' ideas. My department has frequent meetings with international development partners and after the training I found I was more able to put forward what Nigeria's priorities are and convince them where we need help the most. There was a recent fact-finding mission by one of the major donors and of course they had their own agenda when they came to discuss with us. However, I was able to help them understand our greatest needs and now the programme will focus on a number of our priority areas. I notice that now I am much more confident in speaking at public events or giving a presentation; I would like to develop this strength more. The etiquette sessions made me much more culturally aware and sensitive to how behaviour may be perceived by others.

Cascading learning to the team or department to improve wider performance was identified by many participants as an impact of training. This included sharing particular techniques or strategies; updating theoretical knowledge; and raising awareness of key legislation or emerging issues, either through informal learning opportunities, or via input into a formal training programme (including encouraging/electing others to undertake the same training).

"I was able to share the knowledge I gained with my colleagues in the Coastal Section. This gave us leverage when we implement coastal projects being designed by the in-house departmental personnel or give comments and approval for projects being designed by the private consultants."

"I have had the opportunity to share and instigate discussions with my colleagues on the new knowledge gained and experiences shared with my fellow participants from different jurisdictions."

"Within my team, I was able to share the information received and shared some of the success stories at policy level."

Participants also shared their perceived institutional impacts of training, in the form of the introduction of new or the revision of existing department or organisational practices. Given the broad range of training courses reviewed, the examples varied considerably from participant to participant based on their particular role and sector, and include: the launch of new beach management programmes; improved bank examination planning and execution; the development of e-diplomacy tools; introduction of new performance management systems across all government offices; upgrades to ICT equipment and protocol; new cyber security initiatives; the introduction of honorary consuls to provide representation for nationals abroad; revised internal and external operational manuals, guidelines and strategies relevant to sector; revised (banking) supervisory systems (including the adoption of the Maltese model for rural and community banking).

Siose Penitala Teo is the General Manager of the National Bank of Tuvalu. He attended the Malta training in Banking and Finance for Small States in 2012.

The training was most useful and interesting for me. I come from a country and a bank that is quite isolated; we have no strategic partner and limited exposure to global experiences. The range of participants from other countries attending the training helped raise awareness of experiences from other countries and banks. The training programme has had an impact on the way in which we do business. We have now promoted Good Corporate Governance as our Priority Area No.1 in our Corporate Plan. We have strengthened our loan recovery efforts through the restructuring of our Asset Management Unit and have concentrated on and are monitoring the red flags for early detections of default loans. Our loan provisioning has been brought in line with internationally recognised periods of determining non-performing loans.

Lisebo Mapaballo Moholou is the Human Resources Manager at the Ministry of Public Service in Lesotho. Lisebo attended the training in Public Administration in 2012.

The training was excellent and the presenters were all experts in their field. It was very useful to meet people from many other countries and talk to them about their experiences and what they've achieved in public administration. I used what I had learned when I returned to develop a report on how we could make improvements to the performance management of public service delivery in Lesotho, as that is a priority area for us. My team and I presented the report to the Minister and the Permanent Secretary on

the need to move from appraisals of low level staff to a complete cycle where performance is measured at all levels and at institutional level. This was accepted and a team was formed to take this forward. We are still in the process of putting the new systems in place.

The online survey provides some evidence to suggest policy level impact of CWS training across different sectors – particularly instances where participants have influenced or supported (as opposed to directly implemented) policy development,. More detailed information would be required, however, to attribute these developments entirely to knowledge and skills imparted through training and to establish the role of the particular participant. That said, the following instances were highlighted by participants:

- Development of an Integrated Coastal and Marine Resource Management Plan
- Beach Accreditation Policy
- Policy changes to Licensing Procedures
- Investigation Policy and Guidelines for insurance companies formulated
- Public Service Competency Framework (HR)
- Plans for an Arbitration Tribunal launch
- Revised laws pertaining to ICT; Drafting of/contribution to Cyberspace Bills and Laws
- Advised draft Local Electronic Transactions Regulations
- Contributions to Domestic Insurance Ordinance Bill
- Development of the Information and Communication Policy of the Auditor General
- Financial Sector Development Strategy

The examples shared above indicate that most influence on policy has come as a result of participation in the following CWS courses: Banking and Finance; Legal Frameworks for ICT; and Insurance Regulation and Supervision. This may be because these courses provide greater focus on policy than other aspects.

Esco Henry is the Attorney General in the Legal Department of the Government of Montserrat. She attended the training in Legal Frameworks for ICT in 2012.

The training was extremely relevant for my position as Attorney General, as I need a strong understanding of the workings of the different regulatory agencies in the telecoms industry in order to conceptualise the regulatory framework. The training made me aware of the gaps in our current legislation and the challenges posed by new developments. Since my return, I have instigated a number of changes in my department. Now our confidential data is more secure as it is password protected and there is restricted access to specific individuals. Our website has also been upgraded to incorporate a number of changes identified by presenters at the training and specific knowledge I gained has been disseminated to other members of staff.

I also made a presentation at a locally organised conference covering the domestic legislative framework for ICT and highlighted the gaps in the framework. Work has begun on a review of existing laws with a view to amending them within the next 24 months. The training made me aware of the support we can request through the CWS and their partners. When I returned I spoke to the Minister and discussed the possibility for support in his department and gave him the name of specific facilitators. Two weeks ago the facilitator came to Montserrat to train local technicians in aspects of telecommunications.

Derek St Rose is the Head of Insurance at the Turks and Caicos Financial Services Commission. He attended the training on Insurance Regulation and Supervision in 2009

The training was very useful and relevant to the work I was doing in the Financial Services Commission, and following the training I have been able to support the development of the new Domestic Insurance Ordinance which is currently before parliament. Following the training, I provided a report which recommended a number of changes and I was able to ensure their presence in the new ordinance. One recommendation which was included in the bill was penalties for late submissions of financial information; this is already being implemented and a number of companies have been fined. Another was the establishment of a fund which would provide additional protection for policy holders in the event of a failure of a company. There were a number of other key areas included in the legislation which were improved as a result of the training.

Another huge area that featured in the Malta training was corporate governance; that was very interesting, and corporate governance is a now an area of the new ordinance and we have produced guidelines and added risk-management. It was also extremely informative to meet with participants from all over the world to share ideas with them and find out what they have done. I have also been in touch with the manager of the training institution in Malta for advice when I was writing my report.

The programmes also raised participants' awareness of the support that the CWS could provide where countries did not have the technical experience or had limited resources, this too enabled improved possibility for impact.

Teki Akuettah is the ICT Legal Expert for the e-Ghana Project at the Ministry of Communication in Ghana. She attended the training in ICT Legal Frameworks in 2010.

One very useful aspect of the programme was that I met people from various developed and developing countries and found out what is happening in those countries. We had the opportunity in the training to identify best practice and measure our countries' progress against international benchmarks and against one another's countries. It provided a roadmap of what is still needed to be in place. Following the training I had to make a report to the ministry, and it highlighted the need for us to develop our cyber-security policy which had been in the pipeline. The training also identified where and how we could access support to help us move forward;

I got the go ahead to send a proposal for support to the Commonwealth Cybercrime Initiative and they put together a team to work with us on developing the policy, including members of the Serious Organised Crime Agency (SOCA) and the International Telecommunication Union (ITU), as well as a CWS adviser to support the policy development. The team worked with our stakeholders to develop the cybercrime policy and a draft is now being shared with our stakeholders for their feedback.

A number of other participants in training also described the impact the training has had at a personal or organisational level and on policy development, as highlighted in the following sections.

Modern Diplomacy for Small States

Mike Guy is the Second Secretary / Vice Consul at the Bahamas High Commission in London. He attended the 2012 Malta training programme in Modern Diplomacy for Small States and was invited to attend the programme in 2013 to present two sessions, one on e-Diplomacy and the other on the challenges facing small states.

For me the most important aspects of the training programme was the e-Diplomacy and the negotiation skills. I also chaired a simulation of a multilateral negotiation which was both interesting and useful, as I had not chaired such a meeting before. Before I attended the training in 2012 we were aware of e-diplomacy and my mission had a website and a presence on Facebook. However, the training raised my awareness of how we could benefit from using a range of social media to connect with the world. I had the opportunity to hear about best practice from the DiploFoundation presenters and also to talk with participants from around the world to learn what they had done and what had worked for them. This insight into the potential benefits of e-diplomacy led us to develop our website more and look at how we could use other social media such as twitter for non-formal public interaction. Recently we are working towards incorporating two new tools. We plan on connecting Flicker to our website in order to share our photos as not everyone has a Facebook account. We have plans to set up a High Commission YouTube Channel and this will be an excellent way to share our 40th anniversary of independence with the world. After going back to Malta this year to present at the training, I got the idea of using YouTube to make instructional videos on how to apply for a visa – these will be made in a number of different languages and the dialogue will be by the Honorary Consuls of our missions.

Although we are a very small country we have a diaspora of 200 in the UK and our audience on Facebook has grown to double that; we

have an audience from all over the world. We have had visa applications through Facebook and a Charge D'Affairs who was visiting London contacted us through Facebook. We publish all our news on the website and now major newspapers take the news from our website and publish it within 24 hours. This represents good value for money.

When I presented at the 2013 training programme I found that many other missions had now widened their e-diplomacy activities; Caribbean colleagues in particular are looking at ways they can increase links with their own diaspora in the UK.

I am also a member of Young Diplomats in London and we meet once a month. We are currently in discussion to host a presentation on e-Diplomacy for Modern Diplomats in July. This would not only be for diplomats from the Commonwealth but from all embassies. I am also in conversation with the Royal Commonwealth Society to discuss ways of strengthening networks between Commonwealth countries in London so that we can share case studies and best practices.

Legal Frameworks for Ict

Stella Alibateese is the Director of Regulation and Legal Services at the National Information Technology Authority, Regulation and Legal Services in Uganda. She attended the training in Legal Frameworks for ICT in 2011.

I work at the forefront of operationalising laws and the training programme was very useful as I met people from many countries, and that helped me find out what they had done and what challenges they had

faced. As a result of the training I realised the importance of legislation for data protection and now we are in the process of drafting a law for that area.

I also found out about other opportunities for capacity building, training and technical assistance that the CWs supports. After discussion with colleagues in Uganda, I contacted COMNET and they organised for consultants from the Commonwealth Cybercrime Initiative to come to Uganda for a scoping mission to identify the capacity development needs of our lawyers and judiciary in this area. One major area of learning for me was that laws should not be technology driven but technology neutral; we are now ensuring that this is the case with all future legislation and we are reviewing previous legislation to find where amendments need to be made.

During the course we were introduced to the Malta Information Technology Agency which is similar to the organisation I work for. They explained the journey they have taken to get to where they are now in terms of legislation and its implementation. I often use their website to find the strategies they have developed. I don't use the COMNET Facebook so often, there is a lot of information there but I find the MITA has the most relevant information for my needs. I find I now have a much better understanding of the competencies that our staff need to have and better insights into how to develop and implement legislation for the IT sector.

Banking and Finance for Small States

Tryson Kalanda is the Senior Centre Service Manager of the NBS Bank in Malawi. He attended the training in Banking and Finance for Small States in 2009.

The training programme was very interesting and relevant to the needs of banking and finance in small states. Also, as all the participants stayed in one hotel we could continue our discussions in the evening; this gave us the chance to find out what our colleagues are doing. One important area of the training programme is the importance of access to credit to the economic development of people who have small business, and the presenters provided ideas on how such people can be supported to access credit. In Malawi there are many people who have small business but cannot access credit as they have nothing to offer as security. In the past we only accepted houses and cars as collateral for loans, but most people engaged in small businesses do not own either of these. I introduced two ways of increasing access to credit on my return to Malawi. We asked the smallest businesses with no security to form a group; the loan is paid to the group and all members are responsible for repayment. This enables peer pressure to be put on those thinking of defaulting. Another idea we have introduced is to value the stock and assets of a small and medium business and use that as a means of security. For this we target people who are registered and have a place of business. It is working very well and the number of small business accessing loans has risen significantly. We now see more banks in Malawi introducing these ideas which means that more and more small and medium business have access to credit.

Kaho o Vailahi Ofa has been Head of Investments at the Retirement Fund Board in Tonga for two years. He attended the training in Banking and Finance for Small States in 2011.

The banking and financial sector in Malta is more developed than in Tonga and the training helped me to learn and experience first-hand the development my country can pursue, the steps we need to take and the financial products and services we can have as a result. One of the main impediments to growth in the private sector in Tonga has been identified as "Access to Finance". Tonga as a small isolated island state can learn from Malta's experience in developing their Financial System to facilitate this gap in "Access to Finance" and boost future Economic Growth. The most significant change I have supported following my attendance at the Malta training programme is the development of a Monitoring, Analysis and Update Framework on a newly developed Risk Management Framework. My participation in the Malta training programme enabled me to experience hands on training on the Risk Management, Monitoring and Analysis of the Funds Risk Management Framework. Other long term goals that are still in progress include developing the domestic Financial Market and working with Government and domestic financial institutions to develop financial products that are requested by the market, such as long term inflation bonds.

Management of Coastal Recreational Resources

Ms Amiaifolau Afamasaga Luatua is the Tourism Climate Change Project Coordinator in the Planning & Development Division of the Samoa Tourism Authority. At the time of the training she was the Principal Planning and Development Officer in the same department. She attended the training in Management of Coastal Recreational Resources in 2011.

The training programme was very interesting and I learned many things about beach management and realised the environmental impact of even small things like beach littering. Samoa is a small Pacific island and is particularly vulnerable to climate change and natural disasters; therefore coastal management is very important for us. Also, tourism is our main income generator and we need to ensure that our beaches attract tourists. Our competitors have very similar natural features so we need to have the added value of good beach management

At the moment we have developed standards for Accommodation and we have made a proposal to link this to overall standards for tourism. On my return, I wrote a report recommending the need for standards for coastal and beach management to develop criteria for the accreditation of beaches based on what I learned at the training. These recommendations were accepted but there are always challenges to implementing change; to implement the recommendations requires a degree of technical expertise that we do not have at the moment and our financial resources are also limited. The case studies in the training were about countries with far greater resources and technical expertise that Samoa has, and without this it is very difficult to develop and

implement appropriate standards. It would be useful to know where we can find support in this area.

Although Samoa is a small island state I had no problems getting my Schengen visa. I sent my application to the Samoan Embassy in Canberra and they managed my application for the visa and hand delivered my passport to me in Samoa.

Stephen Malunga Musee is the Country Tourism Officer at the Ministry of Tourism in Kenya. Stephen attended the training in Coastal Recreation Management in 2010

During the Malta training I gained skills in public negotiations, how to gather data, how data can be used to support management of beaches and how to involve the community in managing their own resources. At that time I realised that we needed to have a more coordinated approach to beach management in Malindi. Since my return to Kenya, I have been able to develop greater communication and coordination across all the government departments responsible for coastal areas, as well as local community groups who use the beach. We carried out a baseline survey of the Malindi beach area in order to identify the problems, challenges and opportunities it presented and to identify how best it could be managed. We worked across all ministries and community groups to put together a beach management plan that was agreed by all. We have also been advocating for policies on beach management and the regulation of beach user associations which will help them manage their local resources more effectively.

Ms Elvina Agnielle Eulalie Hoarau has been the Assistant Coastal Zone Management Coordinator in the Coastal Adaptation and Management Section of the Seychelles Environment Department since 2010. She attended the course on Management of Coastal Recreational Resources in 2010.

As a result of the training I have a greater understanding of the causes behind coastal processes and am better able to determine changes along the coastal shoreline and identify appropriate actions to take. Some of my colleagues had also participated in the same course so we could discuss what we had learned on the course in relation to our own situation. I also feel more able to help colleagues understand the processes involved.

The most interesting and important parts of the course for me were those relating to Integrated Coastal Zone Management (ICZM) and beach management; coastal hazards and tsunamis; Marinas and Yachting; coastal engineering and coastal structures. These all have direct applicability to my daily work. ICZM is a complex process of coastal management taking into account geographical, political and social factors in an attempt to achieve sustainability. Coastal hazards and tsunamis were of great interest following our realisation of the impact of the tsunami in the Indian Ocean in 2004. The training reinforced my understanding of the relationship between the impact of natural hazards on the environment and on the lives and livelihoods of people dependent on that environment.

Marinas and Yachting are also of great relevance given the increasing opportunities in my country for marina development for tourism purposes. The training described the development of such facilities and helped us

understand designs which have a lower environmental impact. This understanding was vital as our Department for Marinas is currently receiving applications for marina/pontoon development. I am now better able to provide comments on the assessment of such applications.

My personal favourite was the component on coastal engineering and coastal structures. The training guided us through the topic from the core causes of erosion to how coastal dynamics work and the naturally resulting impacts of coastal erosion, as well as how human interventions increase the intensity of such erosion problems though structures such as harbours. We had the opportunity to learn about the use of modelling to address coastal erosion as well as for determining the potential impact of built structures like harbours on a coastline. Unfortunately we did not get to see this live but she managed to explain it very well with pictures.

Port Operations and Management

Lily Idris is currently the Principal Assistant Secretary at the Ministry of Home Affairs in Malaysia. She attended the course in Port Operations and Management in 2009 while she was still working at the Ministry of Transport.

When I went to Malta in 2009 I was very interested to find out how port operations were managed in other countries in order to judge how well we were doing. I found that Malta is among the best in the world in terms of port management. Since attending the course I have been promoted to a post in the Ministry of Home Affairs, unfortunately I don't work with ports any longer.

However, the government has a cross-fertilisation programme whereby government officers can apply to work in the private sector for a time. I have applied for a post as manager of corporate regulatory affairs at a Malaysian port. I would then be in a position to share what I have learned about port operations with both the government and the private sector. For example, I am very interested in developing corporate social responsibility and Malta provided an excellent example of how that can take place in a port. The training also gave me insights into which other areas of our port operations can be privatised. I think that Malaysia could offer training programmes similar to those held in Malta, we could also offer opportunities for people from other countries to have study placements in our ports.

9. Conclusions and Way Forward

The impact evaluation has established there is significant evidence that the impact of MCTCTP is felt at personal, organisational/institutional and policy levels. Whilst the majority of responding past participants identified impact at an individual level in terms of their own effectiveness, a number were able to identify higher level impact in the form of influencing and supporting policy development.

Figure 1: Individuals, Organisations and the Enabling Environment (after FAO 2012)

The courses examined are all within the current CWS strategic remit but are not sufficient to reach the desired strategic results. There is a lot of potential for the training of individuals to play a bigger role in achieving results/impact.

Malta has a lot to offer and the training programmes have a number of strengths that can be built upon and further developed. This needs to be done actively by the CWS.

The training of individuals needs to be viewed as part of organisational development (and sometimes the creation of an enabling environment) – as shown in Figure 1. How the end point (impact) is to be reached and the role of training individuals within "organisational

development" or their role in helping the creation of "an enabling environment" needs to be determined before the design of the training programme.

Courses should not take place unless strategically managed by CWS technical advisers. The GIDD MCTCTP role should be both strategic and administrative and CWS should not be afraid to close a programme if no TA takes the lead in it or the MTI is not interested in designing programmes to support a specific impact – determined by lead CWS TA.

If administration is to be given to MTIs then a much more strategic role should be taken by CWS TA in:

•   Setting of objectives of courses

•   Setting specific criteria for participants selection

•   Helping determine expected actions by participants on return, and

•   Determining how participants can best be supported

•   Determining how the training programmes can be regularly monitored, updated and refreshed.

In conclusion, there is a need to both improve and seriously embed the current training provision into the newly emerging strategic plan being pursued within the CWS

Recommendation 16: that the CWS adopt a systematic model to enable the integration of the valuable training of individuals into their capacity development and organisational development programmes.

This proposed model is presented in Box 3.

Box 3: Proposed model of how CWS can integrate the training of individuals into their capacity development and organisational development programmes.

Proposed model of how CWS can integrate the training of individuals into their capacity development and organisational development programmes.

1. **Needs Assessment**

   Needs assessment are carried out to:

   • identify country and regional priorities which link to CWS strategic plan priorities and results

   • identify level of capacity and/ or organisational development needs based on review of countries strategic plans; discussions with development partners working in the countries/region; discussions at country level on the capacity and/or organisational development areas they most need support with

   • identify 'readiness to engage' i.e.

     a) whether the change is required at policy level and to what extent there is recognition of the need for change and an understanding of what change is necessary to achieve best practice

     b) if policy is in place; whether there is a general understanding across all stakeholders of the purpose and value of the change and what can be achieved through making the change

     c) technical and management skills to lead the implementation of policy

2. **Regional and/or National Capacity Development Plans**

   Development of departmental capacity development plans in the form of a logical framework which show clear results for any intervention with each output costed

separately. Technical advisers are then given responsibility for the successful results within their area of expertise. They can also be required to develop a nested logframe which shows the range of outputs used to achieve the results they are responsible for and how they will manage their budget to achieve them. Training may be one output within the nested logframe and if a MCTCTP is one of these it should be included in their plan.

No MCTCTP should take place unless the effectiveness of the training programme in achieving desired results is the direct responsibility of a technical adviser. This will ensure greater relevance of the training programmes and more effective targeting of participants.

3. **Capacity and Organisational Development Interventions**

   Capacity and organisational development plans would recognise the need for a range of interventions of which training is but one. Appropriate capacity and/ or organisational development could include:

   • provision of technical expertise, either directly, through soliciting support from relevant organisations and/or negotiation/cooperation with donor agencies;

   • opportunities are taken to support regional and national organisations and technical expertise to play a role in capacity development activities;

   • provision of training opportunities through direct support or through soliciting support from partner organisations and donors;

   • lesson sharing opportunities through conferences, technical publications, online discussion forum etc.

4. **Support for Training**

    The capacity development interventions for all training activities will need to ensure that:

    - the role of international, regional and national training is clearly linked in a logical order;
    - the role of CWs in providing any training is identified, i.e. directly through Malta, Singapore or other training institutes or through intermediaries.

5. **Management of Training**

    Any training programme that takes place is managed both by the Third Country Training Programme (TCTP) administration and the relevant technical advisers. They each have clear responsibilities for their relevant management of the programme. There are direct channels of communication between:

    - the relevant TCTP administration staff and the person responsible for administration of the programme in the MTI;
    - the CWS technical adviser and the person responsible for the design of the programme at the MTI;
    - the TCTP administration staff and the CWS technical adviser.

6. **Direct Relevance to Need**

    The training programmes are developed to meet specific needs rather than operate at a level of general awareness raising. For example, if the purpose is to lead to new financial regulations or legislation related to ICT then the people attending must be in a position of sufficient seniority to lead the change on their return. The content of that training may then focus on understanding international benchmarks and roadmaps to enable participants to understand their level of readiness related to policy, management of implementation, finance resources and technical expertise and to conceptualise broad plans for action on their return.

    CWS staff will work with the MTIs to ensure they have a clear understanding of the developmental goals, the place of the training in the broader capacity development plan and the intended outcomes. The programmes will be driven by the CWS technical adviser.

7. **Identification of Participants**

    In order to ensure programmes are relevant to the needs of participants there would be a change of focus from 'marketing' the programmes to 'identification' of relevant participants. Both CWs technical staff, TCTP administrative staff and TI staff would have a specific role to play in the identification of participants.

    CWS technical staff would develop specific criteria for the identification of appropriate participants to fit with the purpose of the training; this would include the priority countries, institutions within those countries and posts within institutions, current policy and implementation needs. They would use their own contacts to ensure the most appropriate people were aware of the importance of the programme to their current needs. Training brochures and the programme description would make it clear the intended participants and the type of impact the training aimed to support.

    TCTP administrative staff would include the criteria in the documentation sent to the POCs. In discussion between CWS technical staff and TCTP administrative staff budgets may be allocated to specific small states with limited financial resources to support their attendance.

Training institutions can manage the process of identification of participants and CWS must identify to what extent this administrative process can be delegated and which aspects must be kept under GIDD control. Appropriate funding for the process would be essential.

8. **Appropriate Approach**

Training programmes should use an approach that is relevant to the needs of the participants; there should be substantial opportunities for analysis, evaluation and planning focussed on the intended impact of the training within the capacity development programme. Such activities will also require more time for participants to share their ideas. Case studies produced by an MTI should be tailored to meet the needs of participants from small states, many of whom have limited financial and technical resources; participants should be encouraged to bring their own case studies related to whatever intervention they hope to make.

9. **Follow-up**

The training is taking place within a capacity and/or organisational development plan and therefore follow-up support will have been planned prior to the training. However, the training is an opportunity for participants, the CWS and the MTIs to identify how best they can each support the participants' next steps. This can be through access to professional publications, responses to requests for information, managed online discussion forums for alumni, identification of personal mentors from the relevant public or private sector etc. To ensure sustainability, the training programme can also act as a catalyst for participants to seek further support that may not be part of the general

capacity development to be provided, TIs and CWS staff can identify where such support can be accessed.

This implies that the attendance of the CWS technical adviser can have a significant role to play. With modern technology, it may be that the CWS adviser can 'attend' through the use of videoconferencing media in order to hold discussions with participants at the beginning and end of each programme and/or at relevant periods during the programme.

10. **Quality Control**

The logical framework will provide a tool for overall monitoring and evaluation of the CWS technical advisers' capacity development plans, however, the training component will require a separate quality control mechanism to ensure the effective CWS management of the process as well as the performance of the MTIs at relevant stages of the process. This process will be managed by the TCTP advisers. Criteria will be developed with which all parties engaged in the training will be evaluated at each stage of the process.

Recommendation 17: The improved systematic model (above) that is proposed to enable the integration of the valuable training of individuals into capacity development and organisational development programmes should be introduced to all the key staff of the Malta Training Institutions in a short "Sharing and Improving Training Experiences" workshop. The rationale and specific objectives of this important practical workshop are outlined in Appendix 7.

Appendices

Appendix 1:
Terms of Reference

Impact Assessment of the Malta-Commonwealth Third Country Training Programme

1.   Background

The Malta-Commonwealth Third Country Training Programme is administered by the Commonwealth Secretariat under a Memorandum of Understanding signed on 1 May 1995 between the Government of Malta, represented by the Malta Ministry of Foreign Affairs (MFA) and the Commonwealth Secretariat, administered by the Commonwealth Fund for Technical Cooperation (CFTC). The MoU agrees upon a set of terms and conditions for the administration of a training programme intended to aid Commonwealth countries in their economic and social development. The MoU stipulates that the training will take place in Malta and all courses will be conducted in English. The programme is intended to address the needs of Commonwealth states, and particularly those of small and island states, to develop the capacity of their public sectors and other key institutions, the productivity of which is crucial for the states' socio-economic development.

In 2010, the Secretariat conducted a comprehensive evaluation of its training programmes to evaluate their effectiveness and continued relevance. The evaluation recommended that the Secretariat should commission a stand-alone impact assessment of the Malta-Commonwealth Third Country Training Programme.

This impact assessment is being undertaken as a part of the Secretariat's Programme of Evaluation by the Strategic Planning and Evaluation Division (SPED), in collaboration with the Technical Cooperation and Strategic Response Group

(TCSRG) situated within the Governance and Institutional Development Division (GIDD) of the Commonwealth Secretariat. The assessment covers two strategic plan periods and as such covers the period between FY 2004/05- 2011/12.

2.   Purpose

Under the auspices of the Malta-Commonwealth Training Programme six courses (out of a possible portfolio of seven) are held each year. The decision as to which courses are held each year is made by the Ministry of Foreign Affairs in consultation with the Commonwealth Secretariat. The programme focus is based on two key criteria- 1) areas of priority to the Commonwealth developing countries; and 2) those areas in which Malta has specialist knowledge/ comparative advantage, or which it has learned lessons/ experience of best practice to be shared with other Commonwealth states, particularly small island states. The course providers are selected by the MFA who develop the training programme contents in consultation with the MFA and the thematic advisers from the Commonwealth Secretariat. The current portfolio of programmes includes:

1.   Insurance Regulation and Supervision, Malta International Training Centre (MITC);

2.   Modern Diplomacy for Small States, Diplo Foundation;

3.   Competitiveness Strategies for Small States, Islands and Small States Institute (ISSI), University of Malta;

4.   Management of Costal Recreational Resources, International Environment Institute, Euro-Mediterranean Institute on Costal Dynamics (ICoD), University of Malta;

5.   Legal Frameworks for ICT, COMNET Foundation for ICT Development;

6.   Public Administration Management-

Enhancing Performance in Public Administration, Centre for Development, Research and Training (CDRT);

7. Banking and Finance for Small States, Islands and Small States Institute (ISSI), University of Malta.

The training programmes last between 5-10 days and target middle to senior level professionals from the Commonwealth countries. Since its inception close to 1250 participants have been trained from across the Commonwealth.

The overall purpose of this impact assessment is to assess the relevance, effectiveness and the impact of the Malta-Commonwealth Third Country Training Programme.

Specifically, the assessment will:

8. Review the relevance of the courses offered under the Malta-Commonwealth Third Country Training Programmes (MCTCTP) against the member countries development needs and priorities; the Commonwealth comparative advantage; and the goals of the Commonwealth Strategic Plan.

9. Review the curriculum and contents offered under the different training courses and their evolution over time in line with the changing development context to assess their continued relevance.

10. Evaluate the overall management approaches, including the training design, participant selection, modes of course delivery and their evolution to assess their relevance, effectiveness and sustainability.

11. Assess the effectiveness and impact of the MCTCP in building the capacity of public sector and other key institutions in Commonwealth countries. In doing so, the assessment will evaluate the impact at the individual, institutional and policy level.

12. Assess whether the MCTCTP represents Value for Money as compared to the Singapore Commonwealth Third Country Training Programme and other training modalities of the Commonwealth Secretariat.

13. Assess the continued relevance of the MCTCTP, its likely demand, including but not limited to content, focus and quality, over the coming years to inform recommendations on forward direction of the programme.

14. Identify lessons learnt in the design and delivery of the MCTCTP and recommend strategic and operational changes that may be required (if any) to make it more focussed, relevant and sustainable.

3.   Scope and Focus

The Impact assessment will cover two Strategic Plan periods and as such will cover courses delivered in the past eight years between FY 2004/05 and 2011/12. Based on the evaluation findings, the assessment is expected to propose both strategic and operational changes that could usefully be applied in deciding the forward direction of the programme.

4.   Suggested Methodology

The Consultant will include the following key steps in the conduct of this assessment for information collection, analysis and feedback during the study. SPED will closely collaborate with the consultant in the execution of this assessment.

•   Review of all pertinent records and data related to all the courses offered under the MCTCTP, including training reports, course curriculum and training methodologies.

•   Survey course participants, training institutions, Secretariat personnel and others engaged in the delivery of MCTCTP.

•   Interview selected stakeholders- governments, training institutions and programme participants- through field visits and telephonically.

•   Such additional activities as may be agreed with SPED Evaluation Section in order to enable the proper execution of the evaluation study.

5.   Deliverables

The evaluation study will provide the following deliverables to the Secretariat:

1. Evaluation framework with work plan and methodology
2. Draft assessment report
3. A seminar/ presentation of the findings and recommendations
4. Final impact assessment report, incorporating all feedback/ comments.

The deliverables must be submitted to SPED electronically as a Microsoft document. The draft assessment report will be submitted within two weeks of completion of the surveys, interviews and fieldwork. Following the presentation of the assessment findings at a seminar in the Secretariat and receipt of feedback comments on the draft report, the consultant is expected to submit a revised final Impact Assessment Report. The draft (and final) Evaluation Reports must be no more than 40 pages, excluding all annexes.

6.   Schedule and Level of Effort

The study is planned to commence in February 2013. It is estimated that up to 35 consultant days will be appropriate to complete the study, including agreed fieldwork visits. The consultant(s) will work in close collaboration with the Secretariat (SPED / TCSRG-GIDD). The final assessment report is expected by the end of May 2013.

Appendix 2:
Staff Consulted During the Study

Commonwealth Secretariat Staff	
Cheryl Bruce	Economic Affairs Division
Ram Venuprasad	Office of the Deputy Secretary General
Sujeevan Perera	Special Advisory Services Division
Nabeel Goheer	Strategic Planning and Evaluation Division
Simon Gimson	Secretary-General's Office
Amitav Banerji	Political Affairs Division
Tim Newman	Governance and Institutional Development
Shakira Lukmanji	Governance and Institutional Development
Rebecca Bassey	Governance and Institutional Development
Anthony Ming	Governance and Institutional Development
Pauline Campbell	Governance and Institutional Development
Colin McDonald	Governance and Institutional Development
Max Everest-Philips	Governance and Institutional Development
Providers of Malta TCTP	
Joseph V. Tabone Jasper Schellekens	COMNET Foundation for ICT Development
Joanne Genovese Angèle Cilia Degiorgio	Centre for Development, Research and Training
Sylvana Bugeja	DiploFoundation
Andre Farrugia	Malta International Training Centre
John Portelli	previously of Malta Free Port
Professor Lino Briguglio Maryrose Vella	Islands and Small States Institute, University of Malta
Dr Louis Cassar Dr Anton Micallef Robert Caruana	The Institute of Earth Systems, Euro-Mediterranean Institute on Coastal Dynamics University of Malta
Participants in Malta TCTP	
Mike Guy	Second Secretary / Vice Consul, Bahamas High Commission, London
Zainab Pisaghi	Chief Planning Officer, National Planning Commission, Nigeria

Teki Akuettah	ICT Legal Expert, e-Ghana Project, Ministry of Communication, Ghana
Esco Henry	Attorney General, Legal Department, Government of Montserrat
Stella Alibateese	Director of Regulation and Legal Services, National Information Technology Authority, Uganda
Tryson Kalanda	Senior Centre Service Manager, NBS Bank, Malawi.
Kaho o Vailahi Ofa	Head of Investments, Retirement Fund Board, Tonga
Siose Penitala Teo	General Manager, National Bank, Tuvalu
Lisebo Mapaballo Moholou	Human Resources Manager, Ministry of Public Service, Lesotho
Amiaifolau Afamasaga Luat	ua Tourism Climate Change Project Coordinator, Planning & Development Division, Tourism Authority, Samoa
Stephen Malunga Musee	Country Tourism Officer, Ministry of Tourism, Kenya
Elvina Agnielle Eulalie Hoarau	Assistant Coastal Zone Management Coordinator, Coastal Adaptation and Management Section, Environment Department, Seychelles
Lily Idris	Principal Assistant Secretary, Ministry of Home Affairs, Malaysia.
Derek St Rose	Head of Insurance, Financial Services Commission, Turks and Caicos

Staff attending Presentation of Draft Report
workshop and/or sending in comments
15 July 2013 Wren Room
Marlborough House London

Tim Newman	Governance and Institutional Development Division
Pauline Campbell	Governance and Institutional Development Division
Colin McDonald	Governance and Institutional Development Division
Shobhna Rattansi	Office of the Secretary-General
Tyson Mason	Strategic Planning and Evaluation Division
Yogesh Bhatt	Strategic Planning and Evaluation Division
Kassum Abdullayev	Strategic Planning and Evaluation Division
Philip N. Dearden	Centre for International Development and Training
Ellie Curtain	Centre for International Development and Training

Appendix 3: Evaluation Framework

Issues	Sample Questions	Illustrative indicator	Sources of data	Methods / Tools
Relevance / Strategic	**Relevance of Training to Country Needs**			
	To what extent do the Malta training programmes contribute to ComSec's strategic plan?	Training areas identified as priority areas in ComSec plans	ComSec Strategic plan	Document review
	To what extent do the Malta training programmes meet the needs and priorities identified in partner country plans	Training areas meet needs and priorities identified in country plans.	Country plans of selected countries	Online survey
	To what extent have the training programmes adapted to (a) the changing needs of partner countries over time and (b) to the changing body of knowledge on the area of study?	Advisers/POs articulate value of specific training programmes against country/ regional priorities	Course curricula Training Institutions ComSec Advisers and Programme Officers	Interviews Meetings
	How much influence does ComSec HQ / member countries have on the content, approach and selection of participants for training courses?		PCPs/POCs Participants in training	
	Relevance of Training Design and Evaluation			
	To what extent does the training take account of/support the capacity development needs of the participants and the organisations from which the participants are selected?	Results of needs assessment used to determine training programme (national/ organisational/ personal)	Course curricula Participants' evaluations	Document review Online Survey
	To what extent have the training programmes evolved to meet the changing needs of participants over time?	Evaluation takes place at different levels; impact of training is measured.	Impact studies Training institutions / trainers	Interviews Meetings
	At what level does evaluation of the training programmes focus: reaction, improved knowledge and understanding, behavioural change, results	Training includes post-training support, e.g. community of learners	ComSec Advisers and Programme Officers	
	Is training the most appropriate mechanism to achieve an appropriate level of impact?		PCPs/POCs	
	What post training measures are in place to provide support for implementation of actions for improved results.		Participants' in training	

Issues	Sample Questions	Illustrative indicator	Sources of data	Methods / Tools
Effectiveness	**Management**			
	Who decides which training programmes are offered by Maltese Training Institutions? Who decides the budget allocation to each training programme? What criteria is used for budget allocation? To what extent do national and organisational needs inform the design of the training programmes? How? Is there a system in place to monitor and evaluate the effectiveness of the training programmes (Malta / ComSec)	Training programmes identified through needs assessment at national and organisational level; Criteria developed for budget allocation; M&E system in place and reports on effectiveness of training at outcome and impact level available.	MoU Malta TCP M&E reports on impact of training and other modalities of support. Malta Ministry of Foreign Affairs Training institutions / trainers ComSec Advisers and Programme Officers	Document review Online Survey Interviews
	Selection of Participants			
	What criteria is used to select the participants? Are participants identified related to organisational need? What improvements could be made in the selection process?	Clear criteria and rationale for selection of participants	Training institutions / trainers ComSec Advisers and Programme Officers PCPs/POCs Participants in training	Document review Online Survey Interviews
Effectiveness / Approach	**Training Approach**			
	At what level are the objectives of the training set? (knowledge; occupational skills; change in working practices) Are the training objectives appropriate to the needs of the participants? How is this identified? What approaches/methods/tools are used in the training? (e.g. mentoring, coaching, experienced-based placements, eLearning, participatory, lecture) What follow-up takes place after the training event? What ex-post evaluation is planned to evaluate impact/outcomes? Is the training offered perceived to be of good quality?	Course objectives set at outcome and impact level Training needs assessment shows consideration of different training modalities/methodologies Training approach linked to training objectives Design of training includes post-training support for implementation of change	Documentation related to needs assessment Course Curricula Course evaluation by participants Training Institutions / trainers ComSec Advisers and Programme Officers PCPs/POCs Participants in training	Document review Observation of training in Malta Online Survey Interviews Meetings

Issues	Sample Questions	Illustrative indicator	Sources of data	Methods / Tools
	Training Approach *continued*			
Effectiveness/ Approach *continued*	How is the performance of trainers perceived? To what extent is the structure of the training appropriate for the objectives/purpose? Do training programmes meet the objectives/overall purpose?	End of training evaluation reports include trainer performance		
Operational Efficiency	Is the training cost effective? (costs in relation to results) Is the training cost efficient? (costs per person per event) How does cost compare to Singapore and other ComSec training programmes? Do national training institutions have the capacity to deliver this training? Are Maltese Training Institutions internationally recognised in the fields of training? What role do the trainers play in the development of the programme (i.e. design &/or deliver) Do ComSec staff attend the training? If so, do they attend in an administrative or professional capacity? To what extent do the training programmes contribute to the professional development of ComSec staff who attend? Are there other more cost efficient / effective ways of providing the capacity development?	Records kept to enable calculation of cost efficiency of training (Malta; Singapore, RoW) Recognition of status of Malta TIs in each field through research papers and high enrolment in training	Data on training (#, cost) End-training evaluations Impact evaluations TORs for trainers Enrolment figures for similar courses in Training Institutions / publications Training Institutions / trainers ComSec Advisers and Programme Officers PCPs/POCs Participants in training	Document review Online Survey Interviews Meetings
Sustainability	To what extent do Maltese Training Institutions build the capacity of national training institutions to support local capacity development opportunities? To what extent does the training support the 'readiness to engage' of participants' organisations What role do ComSec advisers play in supporting 'readiness to engage'?	ComSec/TIs support capacity development of local TIs Links with participants / organisations before and after training to support readiness of organisations to implement change	Participants lists Course curricula TORs for trainers ComSec Advisers and Programme Officers PCPs/POCs Participants in training	Document review Online Survey Interviews Meetings

Issues	Sample Questions	Illustrative indicator	Sources of data	Methods / Tools
Impact	At what level is the impact of the training felt?

Is there an identifiable change in participants' behaviour following training?

Is there an identifiable change in organisational behaviour following training?

Has the impact of training resulted in policy change?

What evidence exists of positive changes being made in participants' departments / organisations? | Outcome and impact indicators identified in training proposals, linked to capacity building strategy and agreed by relevant country partners nominating participants

Reports and publications on impact of capacity development | Reports and publications on impact of capacity development

ComSec Advisers and Programme Officers

PCPs/POCs

Participants in training | Document review

Meetings

Online Survey

Interviews |

Appendix 4:
Online Questionnaire

Review of Commonwealth Secretariat Training Programmes held in Malta

You have been selected to complete this questionnaire because you participated in a training programme in Malta funded by the Commonwealth Secretariat. The following questions will enable us to determine the impact that each training programme has had on the people who attended.

The questionnaire has 19 questions. The first 7 questions ask for personal details that will be used to identify the profile of people who respond. The remaining questions focus on the training programme you attended.

Please help us by answering the questions as fully as possible.

1. Gender

◯ Female

◯ Male

2. Age

◯ 20 - 35　　　　　　　　　　◯ 51 - 65

◯ 36 - 50　　　　　　　　　　◯ over 65

3. Country you live and work in

[   ]

4. Region

◯ Africa　　　　　　　　　　◯ Europe

◯ Asia　　　　　　　　　　　◯ South Pacific

◯ Caribbean　　　　　　　　◯ The Americas

5. What is your job title?

[   ]

6. What is the name of the organisation you work for?

[   ]

7. What is the name of the department you work in?

[   ]

Review of Commonwealth Secretariat Training Programmes held in Malta

8. Which of the following training courses did you attend in Malta?

☐ Insurance Regulation and Supervision, Malta International Training Centre (MITC)

☐ Modern Diplomacy for Small States, Diplo Foundation

☐ Competitiveness Strategies for Small States, Islands and Small States Institute (ISSI), University of Malta

☐ Management of Coastal Recreational Resources, International Environment Institute, Euro-Mediterranean Institute on Coastal Dynamics (ICoD), University of Malta

☐ Legal Frameworks for ICT, COMNET Foundation for ICT Development

☐ Public Administration Management- Enhancing Performance in Public Administration, Centre for Development, Research and Training (CDRT)

☐ Banking and Finance for Small States, Islands and Small States Institute (ISSI), University of Malta

☐ Port Operations and Management, Malta Freeport Terminals Limited

9. When did you attend the training programme in Malta? If more than one please select the most recent.

○ 2004   ○ 2009

○ 2005   ○ 2010

○ 2006   ○ 2011

○ 2007   ○ 2012

○ 2008   ○ 2013

10. How would you rate the trainers of your course?

	Excellent	Good	Average	Poor
Knowledge of subject	○	○	○	○
Effectiveness in engaging participants	○	○	○	○
Effectiveness in answering participants questions	○	○	○	○
Training style/approach used	○	○	○	○

11. Please tell us about the following aspects of the training

	Excellent	Good	Average	Very poor
Quality of the materials used (manual, presentations, handouts etc.)	○	○	○	○
Learning environment (group dynamics etc.)	○	○	○	○
Physical environment (lighting, tables, working space etc.)	○	○	○	○
Administrative support (course information, enrollment etc.)	○	○	○	○

Review of Commonwealth Secretariat Training Programmes held in Malta

12. What was your personal objective for attending the training course?

13. Did the training help you achieve your personal objective?

◯ Fully

◯ A lot

◯ A little

◯ Not at all

Please explain

14. To what extent was the knowledge gained in the course useful to you?

	Very much	Mostly	Somewhat	Not at all
Was the knowledge gained from the training course directly applicable to your role in your organisation?	◯	◯	◯	◯
Was the knowledge practical enough to enable you to plan how to use it to influence change?	◯	◯	◯	◯
Were you were able to use the knowledge gained to influence change in your organisation or department?	◯	◯	◯	◯
Were you able to use the knowledge gained to implement change in your organisation or department?	◯	◯	◯	◯

Review of Commonwealth Secretariat Training Programmes held in Malta

15. Please describe any innovations or improvements that you have influenced, supported or implemented as a direct result of the knowledge and skills you developed through the training. These could be:

- at a personal level
- within your team
- across your department
- across your organisation
- at policy level.

Please describe even what you consider small or partial changes.

16. If it was not possible to influence or implement change in your department, organisation or at policy level please describe the challenges you faced when you tried to make the change you wanted.

Review of Commonwealth Secretariat Training Programmes held in Malta

17. What communication have you had with the trainers, training institution or Commonwealth Secretariat staff after the training?

	Yes	No
General feedback on the quality of the training	○	○
Feedback on your progress on your action plan	○	○
Discuss any questions you have	○	○
Further support to help you implement your action plan	○	○
Survey to identify impact of the training (apart from this one)	○	○
Access to useful documents on the training institution's website	○	○

Please describe the contact you have had with the trainers or training institution

Review of Commonwealth Secretariat Training Programmes held in Malta

18. Have you had communication with the other participants from the training?

	Yes	No
Trainers set up online discussion forum so that we can share ideas with other participants	○	○
Trainers set up online discussion forum so that we can share ideas with other participants and the trainers also engage in the discussion	○	○
Trainers supported setting up links between participants	○	○
Trainers encouraged linking between participants	○	○
I communicate with many other participants and we discuss and share ideas	○	○
I communicate with a few other participants and we discuss and share ideas	○	○
I have had little or no communication with participants after the training	○	○

Please describe the contact you have had with other participants

19. We may want to contact you to discuss the impact of your training in greater depth

Please give your name and contact number where we can contact you.

Thank you for your support.

Title	
Given Name	
Family name	
Contact telephone number	

Appendix:5:
Countries Attending the MTCTP

Note: Botswana, Tanzania, Ghana, Malaysia, Seychelles, St. Lucia, Malawi, Trin. & Tob., Gambia, Kenya, Sri Lanka and Mauritius are the "12 countries which send 50% of all participants".

Programme	Cyprus	Uganda	Grenada	Jamaica	Samoa	Nigeria	Swaziland	Maldives	Botswana	Tanzania	Ghana	Malaysia	Seychelles	St. Lucia	Malawi	Trin. & Tob.	Gambia	Kenya	Sri Lanka	Mauritius	Total	Male	Female
Banking 2004		1		2					1	1		1	2	2	2				3	2	25	17	8
Banking 2005											2		1	2	1		2	1	2	1	20	13	7
Banking 2006	1	1		1	1	1	1			2	1	1	1	1	2		2		2	1	21	5	16
Banking 2007	1			1				1					1		3	1	2	1	1		16	8	8
Banking 2009							1	1			3				2					2	14	9	5
Banking 2011	1	1		1	1	1	1		1	1			1	1			2	1		1	16	10	6
Banking 2012	2					1	1		1				1	2	1		1	2		1	15	10	5
Coastal 2004	1				1			1				2	1	2		1		2	1	1	14	8	6
Coastal 2005			1		1			1	1		1		1	1		1	1	1	1	1	23	16	7
Coastal 2006								1				1		1		1	1	1	1		16	11	5
Coastal 2007			1						1	1	1	2	1	1				1		2	14	10	4
Coastal 2009									1			2	1	2				2	2	1	15	12	3
Coastal 2010		1			1			1		1				1	2	1	2	3	1	2	22	13	9
Coastal 2012						2						2		1		1		1	2	2	12	7	5
Coastal 2013										1		1	1						2	1	10	5	5
Competitiveness 2005			1	1						1	1					1				1	8	3	5
Competitiveness 2008		1			1				2	1	1	1				1					10	8	2
Competitiveness 2010	1								2				2				1	2		3	19	12	7
Competitiveness 2011					2		2		1			1					2	1	1	2	9	3	6
Diplomacy 2010					1			1		1			1	1	1	1	2	1		1	16	8	8
Diplomacy 2011	1	1	1		1	1		1				1	1	1	1		1	1		1	13	6	7
Diplomacy 2012		1			1					1		1	1	1	2		1	1	1	1	18	10	8
Diplomacy 2013			1					1	1			1	1	1		1			3	1	19	10	9

12 countries which send 50% of all participants: Mauritius, Sri Lanka, Kenya, Gambia, Trin. & Tob., Malawi, St. Lucia, Seychelles, Malaysia, Ghana, Tanzania, Botswana

	Female	Male	Total	Mauritius	Sri Lanka	Kenya	Gambia	Trin. & Tob.	Malawi	St. Lucia	Seychelles	Malaysia	Ghana	Tanzania	Botswana	Maldives	Swaziland	Nigeria	Samoa	Jamaica	Grenada	Uganda	Cyprus
ICT 2007	6	4	10										2										1
ICT 2009	12	11	23	2	1	2		2	2		1				3		2			1	2		
ICT 2010	7	7	14	1	1			5			1			2					1				
ICT 2011	14	11	25			3		2			1	1	1	2	1			4	2	2	1		
ICT 2012	11	8	19	1		1		3					2		1	1	1			1		1	
ICT 2013	11	11	22	2	4	2	2			1	1			3									
Insurance 2006	6	11	17	1	2	1			1	2						1	1	1					
Insurance 2007	7	7	14	1	1	1	1						1			1		1		1		1	
Insurance 2008	7	3	10	1											2					2	1		
Insurance 2009	7	6	13	1	1					1		1	2	1	1	1	1					1	
Insurance 2010	6	12	18	1		1	2	1	1			1	1			1	1		1	1	1		
Insurance 2011	5	10	15	1		1				1			1			1	1		1	1		1	
Insurance 2012	4	16	20	1	2		1		2	1	1	1	1	2		1		2			1		
Port Operations 2009	4	12	16	1	1	2	1	1	2	1	1					1		2			1		2
Public administration 2012	5	10	15	1				2	2								5	1				1	
Public administration 2013	13	7	20	1	2		2								2	1	1		1				
Total attended	276	360	636	42	37	35	27	26	25	25	23	21	21	19	19	18	18	17	16	15	12	12	11
Percentage of total (636)%	43	57		6.6	5.8	5.5	4.2	4.1	3.9	3.9	3.6	3.3	3.3	3.0	3.0	2.8	2.8	2.7	2.5	2.4	1.9	1.9	1.7

| | Countries which send only 31% of participants | | | | | | | | | | | | | | | |
	Antigua & Barbuda	Cameroon	Kiribati	Lesotho	Barbados	Montserrat	Bahamas	St. Kitt & Nevis	St. Vincent & Grn.	Tonga	Malta	Zambia	Mozambique	Sierra Leone	Singapore	British Virgin Islands
Banking 2004				2								1	1			
Banking 2005	2									1		2				2
Banking 2006	1				1											
Banking 2007									1	1						
Banking 2009										1		2				
Banking 2011		1	1							1						
Banking 2012		1				1						1				
Coastal 2004						1				1						
Coastal 2005	1		1							1	3		1	1		
Coastal 2006						1			1	1	1				1	
Coastal 2007						1					1					
Coastal 2009	1	1					1									
Coastal 2010	1												2	1		
Coastal 2012							2							1		
Coastal 2013		1					1	1								
Competitiveness 2005				1												
Competitiveness 2008															2	
Competitiveness 2010			2	1												
Competitiveness 2011						1										
Diplomacy 2010	1	1	1						1							
Diplomacy 2011																
Diplomacy 2012			1			1	1	1								
Diplomacy 2013		1	1				1									
ICT 2007				1			1									1
ICT 2009		1													3	
ICT 2010																1
ICT 2011																
ICT 2012		1		1		1	1	1					1			
ICT 2013				1	1				2	1						1
Insurance 2006			1		1				1				1			
Insurance 2007	2								2							1
Insurance 2008						1			1							
Insurance 2009									1							
Insurance 2010			1						1			2		1		
Insurance 2011		1		1			1							1		
Insurance 2012					1	1						1				
Port Operations 2009			1													
Public administration 2012				1										1		
Public administration 2013					1	1			1	1	1					
Total attended	9	9	9	9	9	9	8	8	8	8	7	7	6	6	6	6
Percentage of total (636)	1.4	1.4	1.4	1.4	1.4	1.4	1.3	1.3	1.3	1.3	1.1	1.1	0.9	0.9	0.9	0.9

Countries which send only 31% of participants

Brunei	Cayman Islands	Fiji	Namibia	South Africa	Anguilla	Belize	Dominica	Bangladesh	India	Vanuatu	Rwanda	Solomon Islands	Bermuda	Niue	Papua New Guinea	Turks & Caicos	Pakistan	Tuvalu	Comoros	Jersey	Nauru
		1						3													
		1					1								1						
										1				1	1		1				
									1									1			
	1	1																			
		1	1											1							
				4																	
																1					
3	1									1											
		1										1									
								1													
							1														
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			1									1									
			1			1				1		1								1	1
	1					1							1			1					
	1																				
1							1														
1					2						2										
			1																		
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	1					1			1												
			1			1															
				1																	
																	1				
					1		1						1								
									2												
											1										
					1	1	1											1	1		
5	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**4**	**4**	**4**	**3**	**3**	**2**	**2**	**2**	**2**	**2**	**2**	**1**	**1**	**1**
0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.6	0.6	0.6	0.5	0.5	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.2

Appendix 6:
Evaluation Seminar PowerPoint

Impact Assessment of Malta-Commonwealth Secretariats Third Country Training Programmes

Philip N. Dearden, Patt Flett and Ellie Curtain

Centre for International Development and Training (CIDT)
University of Wolverhampton

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Malta –Commonwealth Third Country Training Programme (MCTCTP)

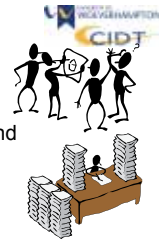MoU since 1995
Range of subjects:
- Insurance Management,
- Regulation and Supervision;
- Banking and Finance;
- Management of Coastal Recreational Tourism;
- Port Operations and Management;
- Competitiveness Strategies;
- Legal Frameworks for Information and Communication Technology;
- Public Administration and Management.

2

Advantages of Malta (1)
- English language
- Malta has developed as a small state and now graduated from "receiving assistance" to "giving assistance"
- Malta is perceived as being a successful small state. With 32 small states in the Com Sec there is, in theory at least, a huge potential for sharing and having an impact
- Recent experience of EU legislation is useful – regulation tried and tested
- Malta is a small friendly island state – lots of important lessons for others

3

Advantages of Malta (2)
- Excellent professional work ethic
- Local resource personnel who are keen and willing to share their positive experiences at minimum or no cost
- Climate is generally very good
- Standards of living are good but cost of living are not too high. Cost are cheap by European standards e.g .Professors Salary is only £30000 compared with min of £50,000 in UK.
- Malta has a lot to offer and there is generally a feeling of training providers wanting to share good practice.

4

Methodology
- 2004/5 – 2011/12
- Evaluation Framework developed and agreed
- Desk Review

- Visits to Training Providers in Malta
- Trainee Impact Survey
- Follow up in-depth interviews (telephone and face to face)
- DRAFT Recommendations and Lessons to be Learned.

5

Evaluation Framework

Relevance
Effectiveness
- Management of Training
- Training Approach
Efficiency
Sustainability
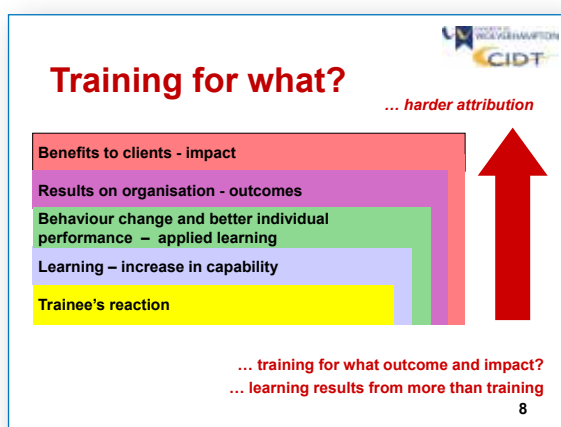**Impact**
- Personal
- Institutional
- Policy level

6

Slide 7

The Results Chain

Based on causality, attribution and contribution

Impact

Results

Implementation

Outcomes

Outputs

Activities

Inputs

'Hope to see'
Long-term development improvements to which we contribute

'Want to see'
Immediate effects on clients
Beyond team control but achievable given necessary conditions

'Expect to see'
The end products and services; deliverables from the activities; within team control

Actions undertaken to transform inputs into outputs

Financial human and material resources

7

Slide 10

16 in depth "Impact" Interviews
(15% survey respondents)

Ami

Lily

Siose

Zainab

Derek

Kaho Ofo

Stella

Elvina

Teki

10

Slide 8

Training for what?

… harder attribution

Benefits to clients - impact

Results on organisation - outcomes

Behaviour change and better individual performance – applied learning

Learning – increase in capability

Trainee's reaction

… training for what outcome and impact?
… learning results from more than training

8

Slide 11

Good Practice Guidelines

Capacity development involves much more than enhancing the knowledge and skills of individuals. It depends crucially on the quality of the *organisations* in which they work. In turn, the operations of particular organisations are influenced by the *enabling environment* – the structures of power and influence and the institutions – in which they are embedded.

Capacity is not only about skills and procedures; it is also about incentives and governance.

The Challenge of Capacity Development: Working Towards Good Practice (OECD, 2006)
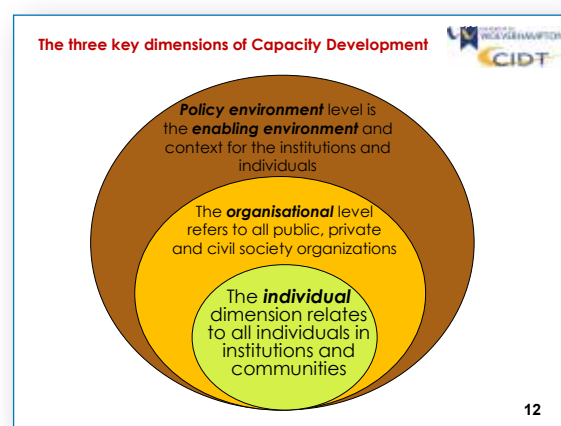
11

Slide 9

On- line Survey

Total 534 participants sent requests

119 (22%) completed:
- 17   Banking and Finance in Small States
- 24   Insurance Regulation and Supervision
- 19   Diplomacy for Small States
- 6   Competitiveness Strategies for Small States
- 26   Management of Coastal Recreational Resources
- 23   Legal Frameworks for ICT
- 2   Port Operations
- 2   Public Administration
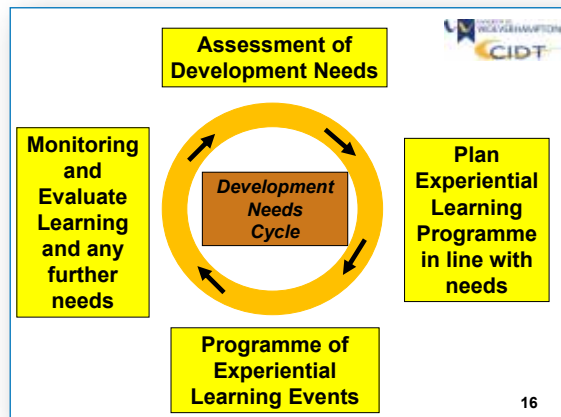- 3   Unknown – no response in survey to this question

9

Slide 12

The three key dimensions of Capacity Development

Policy environment level is the *enabling environment* and context for the institutions and individuals

The *organisational* level refers to all public, private and civil society organizations

The *individual* dimension relates to all individuals in institutions and communities

12

Change happens in units of one!

13

Assessment of Development Needs

Monitoring and Evaluate Learning and any further needs

Development Needs Cycle

Plan Experiential Learning Programme in line with needs

Programme of Experiential Learning Events

16

General Recommendations

- Series of practical immediately implementable recommendations for consideration

- Strategic Framework/"model" for Training.

14

Questions?

17

Specific Recommendations – Sharing Best Practice

There is a need to take the Malta trainers/staff:
- Through the report and training model and share best experiences.
- Maybe examine Com Sec Strategy plans etc

Specifically:
- Understand the importance of TNA. Maybe develop some TNA tools.
- Examine learning styles etc
- Examine and practice "best practice" training and facilitation techniques (guided discussions, seminars, group work, field visits, etc etc)
- Examine and Design some appropriate Monitoring and Evaluation tools
- Examine the possible wider role of training in organisational/institutional development
- Examine possible post training follow up plans – Action Plans, Communities of practice, short in country courses

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Many thanks

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Appendix 7:
Outline Proposals for Malta

'Sharing and Improving Training Experiences' Workshop

1.   Rationale

The Commonwealth Secretariat (CWS) has a new strategic plan into which all future capacity development and training courses will need to align. At present the Malta Training Institutes (MTI) deliver a total of eight courses on an annual basis for the CWS. These courses have recently been subject to review as part of an impact study. The study documents a number of suggested improvements to help deliver a more holistic capacity development approach with a suggested "training model" being advocated. These can best be delivered through the facilitated sharing of best practice between the existing MTIs.

The first element of this workshop will introduce the MTI staff to the new CWS strategic plan and consider the capacity development needs and challenges in the new plan.

The second integrated key element of the workshop will introduce an improved systematic model that is proposed to enable the integration of the valuable training of individuals into wider CWS capacity development and organisational development programmes. Best training /leaning practices will be shared throughout the facilitated workshop.

2.   Workshop Aim

The workshop aims to build the capacity of a cohort of in-house MTI staff as active and effective facilitators and trainers who can assist the CWS in delivering its current and future strategic requirements/needs.

3.   Workshop Objectives

By the end of this workshop participants will be able to:

- Analyse and discuss the new emerging training and learning needs in the new Commonwealth Secretariat's strategic plan.

- Assess the information, training and capacity building needs of various audiences in relations to their own subject area.

- Design a series of Training Needs assessment tools that can inform and improve the training they deliver.

- Design targeted presentations and training inputs to build the awareness and engagement of others in your subject area.

- Demonstrate effective facilitation and communication skills in the delivery of training.

- Evaluate the success of training and capacity building events.

- Design appropriate follow-up action plans and activities to support training events.

- Developed individual or institutional Action Plans for implementation.

4.   Approach

The emphasis throughout the workshop is on participatory approaches of teaching and learning relying heavily on individual and small group work, on learning-by-doing, on case studies and exercises. During the programme, participants will gather a valuable collection of practical ideas, skills and materials to share across the MTIs. The workshop will also provide much needed opportunities to reflect and analyse in detail the need for change and its future active management.

5.   Programme Content

Indicative content:

- the new CWS strategic plan
- the training cycle
- the assessment of training/learning needs
- the adult learning process
- learning styles
- group dynamics
- learning materials
- programme planning
- practical teaching session with feedback
- evaluating training
- designing follow up activities

7.   Practicing training skills and sharing good practice

This practical aspect of the workshop programme will both allow participants to develop their training and planning skills and share best practice experiences. Each participant will have the chance to take the role of trainer, to design and deliver a training session for a class (half the group), who will take the role of 'trainees'.

Working in pairs participants will select one training activity and develop this into a 30 minute training session, considering target group, aims and objectives, training methods and learning aids.

6.   Draft Workshop Timetable

Day	Morning	Afternoon
1	Welcome and introduction to the programme; objectives, overview, rationale, approach. The Commonwealth Secretariat's new Strategic plan	New suggested 'training model' Approaches to training Learning and training cycles Learning styles The adult learning process
2	Training needs analysis Designing a training programme Target groups Aims and objectives in training	Training methods and learning aids Role of the trainer
3	Group dynamics and facilitation skills	Practicing training/facilitation skills Planning a training session
4	Practicing training skills Delivery and analysis	Evaluating training Assessment
5	The bigger picture; capacity building; human resource development and management.	Managing change Development of Action Plans Follow up work.

Each pair will have a 45 minute time slot, including:

- 5 minutes to explain the context for the training session (e.g. locate the session within the training course as a whole and set roles for the trainees)

- 30 minutes to deliver the training (divide the training delivery between the two participants)

- 10 minutes to reflect and feedback on the training (analyse the strengths and weaknesses of the session.) This final feedback is very important, a chance to demonstrate being a 'reflective practitioner.'

8.   Follow-up

Following the training a mentoring and monitoring function could be provided by the workshop facilitators whereby participants could consult the facilitators by phone, email or skype when involved in delivering training and receive feedback on proposed course design, needs analysis etc..

The Commonwealth